

Recreation



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ASSOCIATE EDITORS

Recreation Administration, GEORGE BUTLER

Program Activities, VIRGINIA MUSSELMAN

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On the Cover

Big Indian Pow-Wow at the park! For this occasion, Indian brave's mother cut her long blond hair, dyed it with shoe polish and tied it to her young son's head. Photo courtesy of City Recreation Department, Sylacauga, Alabama.

Next Month

More suggestions for Halloween, of course. Among other program materials is an article on how the Milwaukee recreation department conducts its school of drama. "Idea of the Month" suggests ways of organizing a well-planned, community-wide doll show. Charles Reed, manager of NRA Field Department has written an article of general import on "The Need for More Lay Interest." Articles for the administrator include "Recreation Surveys of Small Communities," "Salaries? Well, for Budget's Sake!" by W. C. Sutherland, director NRA Personnel Service.

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Recreation*

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agen-

cies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

The Role of Recreation



Robert W. Crawford

It is appropriate that our editorial for this Congress Issue of RECREATION should be written by Bob Crawford. As deputy commissioner and superintendent of recreation in Philadelphia, this thoughtful and energetic recreation executive extends a cordial invitation to all of us for the Philadelphia Congress in September.

A VISIT to Independence Hall in downtown Philadelphia cannot fail to stir the soul of any man and give him a spiritual uplift, for here is located the Liberty Bell which is our symbol of liberty and our most venerated symbol of patriotism.

With the exception of the Liberty Bell itself, perhaps the most revered and awe-inspiring sight is the Colonial Room, which was originally occupied by the Colonial Assembly of Pennsylvania and later relinquished to the Continental Congress. From this room, 177 years ago, was the first public reading of the Declaration of Independence.

Although recreation as a recognized governmental responsibility was not initiated in any city until approximately 125 years later, nevertheless it was in this room that the foundation for the recreation profession was laid. Here, the Constitution was written stating that all men are created equal and that they are endowed by their creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness. This last phrase is the basis on which the recreation profession has been developed. We would like to think that the framers of our Constitution had this thought in mind when they inserted the words "pursuit of happi-

ness." Mankind has been seeking happiness for centuries and this search for a meaningful and purposeful life is the goal of recreation people.

The possession of skills and techniques alone are not sufficient for a successful recreation leader of today. He should also understand the American scene, the "ideals of the people," as well as become familiar with individual differences, basic needs and, above all, social goals. It would appear that another function of the profession is to recognize the dignity of each participant and to encourage each to develop his own innate capacities to the fullest so that he will be better equipped for living in our free society.

Since mass leisure has hit us rather suddenly, the question has been raised as to whether leisure may not be destroyed and rendered meaningless by its abundance. Surely, the positive solving of this question is a challenge to the recreation worker and probably emphasizes the need of raising the wholesome "leisure" capacity of a large segment of our population.

Positive and joyful living has gone out of the lives of some people and, as a result, many have turned to all kinds of wretched substitutes. Wholesome and creative use of off-the-job or leisure time should be of major concern to government on all levels, because

the culture of our society hangs in the balance. Proper use of our leisure is as important as our basic freedoms and standards of living.

Perhaps, this could be best expressed in the words of the late theologian, Peter Marshall, when he said, "It is not the length of life that matters but how it is lived. That is the thing that counts. It is not how long, but how well." So it is in recreation, not how much but how good is it and what is happening to the people as a result of the participation? Are they better prepared for living in this great democracy? This is the role of recreation.

This is a challenging opportunity and one that calls for close scrutiny of not only what we do but how we do it. Actually, on the shoulders of the recreation leaders of America could rest part of the responsibility as to whether this nation stays free in the generations ahead. This is quite a trust, but if leisure time is not profitably used, the trend back to artificiality and the deterioration of community life could result and, possibly, even global conflict.

Balanced, meaningful and purposeful living should be made so real, so vital and so virile that this area of living we call leisure will take care of itself. This could well be the goal of all who are identified with the recreation movement. Let's accept the challenge.

Recreation Editorial

Sirs:

Having just seen Paul Moore's very fine editorial in the April issue of RECREATION, we feel he would be a wonderful person to represent the field of religion in a series of editorials, written by outstanding men in the fields of education, medicine, and religion, and stressing the importance of healthy sports participation. We would be honored if he would consent to write an editorial for us, giving his views as to the importance of sports as it relates to the spiritual development of man.

We plan to send this series of editorials in one package to 1,800 daily papers, this spring, suggesting that they be printed on the editorial pages, under the by-lines of the authors, and prefaced with a brief paragraph about the author. If he does not have the time to write another editorial for us, we would appreciate having your permission to use the one that appeared in RECREATION.

ELFREDA KOLSCH, *Mid-Century Festival of American Sports, Chicago, Illinois.*

Recruitment of Students

Sirs:

After reading Dr. Tait's and Professor Brightbill's thoughts on recruitment of students for recreation, in the "Letters" section of your May, 1953 issue, I could not help but think that they both had good arguments, with the answer lying (as Professor Brightbill pointed out) somewhere in between.

I believe that the most important factor in leadership selection depends to a large extent upon the potential interest an individual may have in recreation and its various ramifications. I believe interest is paramount because with it the desire to succeed is there. However, when we consider "potential" interest, another important factor to consider is aptitude.

Admittedly, there may not be, as yet, any psychological measurement device for this specific field, but there are many vocational aptitude tests on the market today to measure an individual's potential interest and aptitude in closely allied fields of social service. These are not infallible, but more and more colleges and universities are using these testing devices today because such devices have proven reliable in a majority of cases.

I also believe that such objective measurement of an individual's abilities gives him a firmer foundation from which to set a course. I don't believe that most people entering college today are too immature to benefit from such a testing program; the immaturity



Letters

arises when they don't take cognizance of the results.

I agree that we should urge as many as possible to enter the recreation field—but not at the expense of disillusioning them within a year or two, when they find they are unsuited for such a vocation. Use of objective measurements in the beginning can assure at least better than average results for both the potential recreationist and the recreation field.

Finally, it seems to me that, like all recreation work, this is also a "team" project. It is a problem that confronts all fields and should be considered in that light. The instructor in business administration is just as interested in obtaining potentially good candidates as we are in recreation. Psychology departments in most colleges and universities can be of great service in this field, and in many cases they are. Subjective judgment is a poor substitution for selection at best. Objective testing takes it out of the realm of opinion and places it on a more democratic plane. It is from here that the candidate should make his choice and the instructor his selection.

PENNEL S. EUSTIS, *Recreation Director, Lewiston, Maine.*

Association Service

Sirs:

The plan which Mr. Lynch of the National Recreation Association drew up for us was exceptionally good. It has been adopted as our guide in all future work. It has stimulated our imaginations. We plan to have the picnic area equipped with water, sanitary facilities, tables, benches, fire places, and so on.

CHARLES R. BENDER, *Executive Secretary, Tawa Civic Park, Incorporated, Sidney, Ohio.*

Sirs:

Mr. Waldo Hainsworth, our New England representative of the NRA, spent last Monday visiting here in Marlboro and met with our mayor, advisory council and recreation commission to discuss our new beach development.

He left us with many suggestions which were of great value to us and I feel that with his help we are going forward to greater heights in recreation achievements. I just thought that I'd

let you know how much we appreciate the services that your association renders.

LOUIS F. GHILONI, *Director of Recreation, Marlborough, Mass.*

Sirs:

In our city, a citizen's committee, has proposed plans for a public swimming pool. They needed advice and information from a qualified and informed person. Your field representative, Mr. Lynn Rodney, made a trip here and met with them, giving considerable help and stimulus to the project. The many other fine services available from your organization are greatly appreciated by the citizens of our community, and by this department.

We are sincerely grateful to you for providing such services, and to Mr. Rodney for taking time from his busy schedule to assist us.

WILLIAM ROONEY, *Superintendent, Park, Playground and Recreation Commission, San Luis Obispo, Cal.*

Sirs:

Your Associate Membership Letter, which you sent to my home address in Ypsilanti, Michigan, was forwarded to me here in Korea a few days ago. I enjoyed the letter very much and think that the suggestions are well worth adopting.

It gives one a wonderful feeling to know that when he gets home he can look to such a wonderful organization for help in getting established in the recreation field.

ROBERT M. WAGNER, *Recreation Graduate, Michigan State Normal College, 1952.*

USO LETTER WEEK

The role of USO in helping to keep open the lines of communication between the serviceman and his folks and home community will be highlighted during USO Letter Week, to be held throughout the country from September 21-27.

Hundreds of USO committees will join churches, synagogues, schools, colleges, service clubs, and other civic groups in setting up letter writing activities and the publication of hometown newsletters to be mailed to the absent military members.

Things You Should Know . .

▶ **A PLAY SCULPTURE COMPETITION**, sponsored by *Parents Magazine*. The Museum of Modern Art and Creative Playthings, Inc., is now open. It has been planned to encourage the design of playground equipment which will not only provide the types of exercise associated with standard equipment but which also will suggest to children the world of make-believe, recreating, for example, caves, ships, animals. Five prizes totaling \$2000, plus additional royalties, will be awarded. Entries must be postmarked not later than January 15, 1954. Winning designs will be exhibited at the museum in June, 1954; and Creative Playthings will manufacture at least one of the winning entries by that time. Joseph Prendergast, executive director of the National Recreation Association, will be one of a distinguished board of judges for the contest. For further information write, Play Sculpture Competition, The Museum of Modern Art, 11 West 53 Street, New York 19, New York.

▶ **AMONG RECENT SURVEYS OF CITIES**, conducted by the National Recreation Association Areas and Facilities Planning staff, are studies of Middletown, Ohio; Skokie, Illinois; Birmingham, Alabama; Adrian, Michigan; Westerville, Ohio; and Tuscaloosa, Alabama. These have included the study of the community-wide recreation resources and needs of each community, and the preparation of long-range plans and recommendations.

▶ **A NEW MONTHLY ARTICLE**, on the activities of women's organizations throughout the country, which has been started by *McCall's* magazine, will include community recreation projects sponsored or motivated by these groups. Christine Sadler, director of *McCall's* Washington Bureau, will write this feature and sends a request for news items about such projects. Mail to her at the bureau, 734 Fifteenth Street, N.W., Washington 5, D. C.

▶ **THE \$20,225,000 UNITED DEFENSE FUND** campaign this year has President Dwight D. Eisenhower as honorary

chairman and General James H. Doolittle as campaign chairman. The UDF raises funds for UCDS, USO, American Relief for Korea, United Seamen's Service, American Social Hygiene Association, and for the defense program of the National Recreation Association. The Fund will request the above amount through Red Feather and other united fund-raising drives this fall.

▶ **MICROFILM COPIES OF CURRENT ISSUES OF RECREATION** magazine are now available to libraries to meet the problem of periodical storage. This has come about in answer to popular request. For further information write University Microfilms, 313 N. First Street, Ann Arbor, Michigan.

▶ **EFFECTIVE THIS YEAR**, future members of the national advisory committees of the National Recreation Association will be appointed to serve terms of three years duration. A certificate of appreciation will be awarded by the association to each member as he completes his term of service. See page 246.

▶ **A THREAT TO PROGRESSIVE RECREATION DEVELOPMENT** in California was removed when the state recreation budget was reauthorized in June, after the Senate Finance Committee, on May 26, 1953, had recommended its deletion.

▶ **IN OKLAHOMA**, Governor Murray has signed an enabling recreation bill, which should be instrumental in advancing recreation throughout the state.

▶ **A STATE INTERAGENCY COMMITTEE ON RECREATION** has been created in the office of Governor Battle, of Virginia. This is composed of the head, or his designated representative, of state agencies or their appropriate divisions. Among its many functions will be that of interpretation of recreation services provided by the various agencies, and recommendation to the governor of ways of strengthening and coordinating these services.

▶ **NEARLY 18 PER CENT OF THE POPULATION** of the United States falls into the handicapped category—in actual

figures, more than 26,000,000 people. (See "These Also are Your Children," page 213.) Dates in October have been nationally designated by presidential proclamation as Employ the Physically Handicapped week. (See "Coming Events," page 256, for this and other national observances.)

▶ **THE MOST IMPORTANT PROJECT TO BE UNDERTAKEN**, as decided upon by the Midwest Recreation Policies Advisory Committee at its first meeting, is a campaign of public education and interpretation of the importance of recreation opportunities for all. Members are meeting on a state or area basis to discuss plans for carrying out this and other programs.

▶ **RECREATION REFERENDUM TAX VOTE** in Mendota, Illinois, passed with a count of 1291 to 750, and carried every ward in the city.

▶ **THAT RECREATION IS VITAL TO DEFENSE** has been stressed in an address given by John E. Moore, executive director of the UCDS, before the New Jersey Welfare Council. Mr. Moore reported that "on one vital defense project, which had an abnormally high labor turnover, a survey showed that the workers considered the lack of recreation facilities among the four major reasons for quitting. Parks and playgrounds provided by governmental bodies, community and neighborhood centers and specialized programs operated by private agencies—are two lines of attack on this problem."

▶ **AS A NATIONAL CENTER FOR INFORMATION ON RECREATION**, the National Recreation Association is in frequent need of details about interesting, specific projects being carried by local communities, especially with regard to servicemen and defense workers. This is a request to all RECREATION readers, therefore, to supply the association with such information from time to time. Clippings from local newspapers are acceptable, but you may find it necessary to supplement these with additional background or facts.

Immediate positions available in the United States or overseas, with the *American Red Cross* (hospital recreation) or with *U.S. Airforce* or *U.S. Army Special Services*. Applications for any of these positions should be made through Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Editorially Speaking

RECREATION Magazine

Organization

Beginning NOW, in this issue of RECREATION, we present a new experiment involving the articles in the magazine's three major departments—GENERAL, ADMINISTRATIVE, PROGRAM—which heretofore have been scattered throughout the book. These articles will now be gathered together into separate sections of their own. We feel that our past treatment of the three departments has made the material in each hard to locate and that the new arrangement will make them more "visible" and more accessible for ready reference. It is our plan to strengthen and build up each one of these sections as much as possible, and in order to do this we need your assistance.

Please look through this issue carefully with this in mind, and let us have your comments. Be sure to give some thought to what material, specifically, you might be able to send us as a contribution to any one of them—in addition to suggestions.

Because an overlapping of these subjects exists—for program is a part of administration, and administration is a part of program, and "general" articles often cover both—it is to be hoped that the administrator will not skip reading the program section, and vice-versa. This, of course, is the danger involved in the use of labels and is our chief concern regarding the success of the new plan. What do you think?

Something New Has Been Added

A new section is introduced on page 233, which we are calling "Idea of the Month." In it we'll try to give you, monthly, a workable suggestion as full of details as possible. We'll also try to show how each idea can be adapted for

use in your community. Look for it in every issue!

You'll want to keep a record of these ideas for future use. Instead of cutting up the magazine, why not set up a simple card file, giving the title of the article and the issue it's in? And please send us ideas! *Let's work together.*

Future Issues with Special Emphasis

Outdoor Winter

Sports	November	1953
Young Adults	January	1954
Day Camping	March	1954
Playground Issue	May	1954

Administrators

On the eve of his retirement in 1952, Willard E. Givens, the executive secretary of the National Education Association, stated, "I've always thought there are two basic things that a superintendent had to keep in his own hands, and those two he certainly has to be prepared to do.

"The two basic things are (1) to direct personally the public relations program, and (2) to supervise personally the selection of personnel. The hardest task the superintendent has to face, from the standpoint of day-to-day work, is to make his decisions on a professional rather than on a personal basis. I've seen many a man within a school system promoted or demoted on account of the personal relationships between the superintendent and the individual. That, in school administration, is just as wrong as it can be. A man who isn't big enough to make all of his decisions as superintendent on professional grounds ought not to be superintendent.

"The only way to carry on a public relations program is to let the people know what the facts are. If citizens know that things need to be changed, they will help to correct them. But a

fellow who tries to cover up will eventually get caught at his own game."—From "So I Go Out Gladly" in *The Nation's Schools*.

High Cost of Football

Upon the announcement, last spring, that New York University has added itself to the list of colleges that have dropped football as an intercollegiate sport, the New York *Herald Tribune* commented editorially as follows: "N.Y.U. reflects the problems besetting collegiate athletic programs in general. The old excuse for subsidized football was that it provided income which supported non-remunerative collegiate athletics, such as 'minor' sports and intramurals. This no longer seems to be the case, at least not invariably. Chancellor Henry T. Heald, in his frank report on N.Y.U., says: 'Students, alumni and the general public have demonstrated that they will only support a winning football team. Winning a few games is not enough. The team must rate nationally to get local support.' Thus is illustrated the continuing transformation of football from an expression of school spirit and competitiveness to a commercial enterprise. One is not necessarily exclusive of the other, of course, but the fact is that the commercial aspects of intercollegiate athletics have, in recent years, dominated all others. Now they have reached such a stage that teams which cannot make good commercially find it impossible to play at all."

Young Adults

Mimeographed copies of "Teen-Age Youth and Young Adults in Today's World," by Marion Robinson, are available from the National Social Welfare Assembly, 134 East 56th Street, New York 22, New York, for ten cents per copy. This is a report on the Consultation on Current Social Factors Affecting Teen-Age Youth and Young Adults, held under the auspices of the Education-Recreation Division in October 1952 and issued last spring. It presents, in digested form, the exchange of ideas, observation and information of national youth agency representatives, social scientists and youth educators.

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Creative Playthings, Inc., pioneers in the development of play materials for early childhood education, now offers a *complete playground planning, design and building service* through its newly-formed Play Sculpture Division.

On its staff are leading designers, sculptors, engineers, educators and landscape architects, including such well-known names as Isamu Noguchi, E. Moller-Nielsen (Sweden), Robert Winston, A. Vitali (Switzerland), etc.

The Play Sculpture Division is currently co-sponsoring—together with the *Museum of Modern Art and Parents' Magazine*—a nationwide Play Sculpture Competition.

Play Sculpture Division maintains a permanent display and resource center at 5 University Place, New York. You are cordially invited also to visit our exhibit at the forthcoming National Recreation Congress in Philadelphia.

We invite your inspection and inquiry.

Full descriptive literature will be sent you on request.

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The goal of the department is to bring recreation to all of the people of Philadelphia. Officials here open Crystal Pool for the season.

PHILADELPHIA, one of the nation's oldest cities, has long been known for its homes, its "brotherly love," its interest in family living, and its unusually rich cultural resources. Quiet acceptance, however, of historic surroundings, great universities, world-famous museums and orchestras, and established religious traditions was lulling this giant community to sleep in the midst of its memorials to independence.

A city that had always been great was allowing the past to encroach upon the present and eclipse the future. A once proud spirit was being overtaken with lethargy, and contentment passed for civic pride. But the giant was not, as some thought, altogether asleep. He was stirring and making plans.

On April 17, 1951, the citizens of the third largest municipality in the nation adopted, by referendum, a new Home Rule Charter and the giant city of Philadelphia was fully awake once more. On January 7, 1952, a new administration took office, the long-fought-for charter was put into effect, and a new chapter in the Philadelphia story was begun.

Among the sweeping changes that this civic reform movement brought with it was the creation of an autonomous department of recreation. Formerly just a bureau in the welfare department, the new department was to be headed by a commissioner and a deputy commissioner and superintendent, and its functions were defined, in part, as follows:

To formulate a comprehensive and coordinated program of cultural and physical recreational activities to be instituted and conducted in all city recreational facilities, including those managed and operated by the Fairmount Park Commission.

The Department of Recreation shall also, the charter read, manage and operate the city's recreational facilities, "and itself, or by contract, construct, maintain, improve and repair such facilities."

The Philadelphia RECREATION Story

Fredric R. Mann

Recreation had come of age in Philadelphia, and Mayor Joseph S. Clark, Jr. conferred upon me the honor of being appointed the first commissioner of recreation the city has ever had. To help me in the enormous task of introducing this new concept of recreation to Philadelphia, I asked Robert W. Crawford to come from Oakland, California to be deputy commissioner and superintendent of our recreation department. To our great good fortune, he accepted.

Although there had been some form of municipal recreation in Philadelphia since 1912, there had never been such a clearly defined expression of the people's desire for a total community recreation program centered under one management. The charter brought together under the aegis of the Department of Recreation—in addition to playgrounds, recreation centers, and pools—such diverse elements as the municipal stadium, "all parks and squares not managed and operated by the Fairmount Park Commission," the boards of trustees of the American Flag House and Betsy Ross Memorial, of the Atwater Kent Museum, and of Camp Happy, the Recreation Coordination Board, and the Fairmount Park Commission itself.

Our first job, obviously, was to survey this broad admixture that was our inheritance from Philadelphia's earlier ages in recreation administration. Upon assuming the position of recreation commissioner, I stated that we should have an appraisal made of the program and facilities under the jurisdiction of the Department of Recreation, and of the relationships between the public agencies that have responsibility for recreation. I felt that this should be done by a disinterested organization and one which was thoroughly competent to perform this task. The logical choice was the National Recreation Association.

An advisory committee with George D. Butler as chairman, and a field staff directed by H. C. Hutchins, undertook this enormous job for the National Recreation Association. Within, approximately, a three-month period, they made "A Study of the Public Recreation Properties, Programs, and Inter-Agency Relationships in Philadelphia"—a city of over two million people covering 133.6 square miles. Their outstanding report, dated November 1, 1952, is unquestionably the finest and most thorough study ever made of recreation in Philadelphia.

In his foreword to the published report, Joseph Prendergast, executive director of the National Recreation Association, pointed out that "numerous distinctively good recreation services are being rendered with important recreational overtones which probably few citizens realize exist in their 'City of Brotherly Love.' On the other hand, the city's recreation facilities and programs are strikingly deficient in many respects."

Among these striking deficiencies, the study, in its section on public recreation properties, the area that most immediately concerns us, reports these findings:

"Philadelphia is woefully lacking in neighborhood playground space . . . neighborhood parks represent less than a fourth of the amount considered necessary . . . facilities for indoor recreation in city ownership are seriously deficient in number . . . serious defects are present in many recreation buildings . . . swimming places within the city are with few exceptions substandard." One statement I should like to quote in its entirety: "Not one of the observed recreation sites developed since 1946 could be designated as a well-planned area. Evidences of poor construction are apparent even to the casual observer."

According to Mrs. Sara S. McNeil, director of the welfare department before the advent of the charter and the new administration, recreation was at a low ebb in Philadelphia at the end of World War II. An aroused citizenry, tired of this neglect, "began bombarding the Department of Public Welfare, the city councilmen, and others, with letters, petitions and group visits."

The result was that between December 20, 1945 and September 14, 1951, a total of \$18,150,000 was allocated under a special loan fund to a capital budget program for

recreation facilities. Most of this money was spent on playgrounds.

These playgrounds had not escaped the notice of Mr. Crawford and myself in our initial tour of the properties belonging to the recreation department. Though our first interest, at that time, was in the design and equipment of the various recreation facilities, evidences of poor construction made it necessary for us to decide upon a more extensive examination of properties developed from 1946 to 1951.

What we found was not only defective workmanship and inferior construction but also a lack of planning to the point where, even if the contractors had complied to perfection with the plans and specifications given them, the facilities would still have been most inadequate. It could be said, without fear of contradiction, that not one of the new playgrounds developed with the money from the 1946-1951 loan fund could qualify as a well-planned playground or playfield.

Today we have a new philosophy of recreation for Philadelphia, and we have put it into action. Our goal is to bring recreation to *all* the people of Philadelphia, through up-to-date facilities, an enriched and expanded program of diverse activities, and utilization of the city's tremendous cultural endowment.

At the core of our philosophy is what we believe to be the essential foundation for any new recreation structure: a professional staff to provide the quality of leadership that

THE AUTHOR

MR. FREDRIC MANN is the commissioner of recreation and the president of Robin Hood Dell, Incorporated, Philadelphia, Pennsylvania.



recognizes individual differences, basic needs and social goals.

In order to attract and secure competent personnel we developed new standards for all professional positions and made it our business to see that the salaries were commensurate with the responsibilities required. Other attractions were offered such as the forty-hour, five-day week. A reclassification and pay plan for the entire city made our job easier. Nevertheless, recreation personnel for the first time received salaries comparable with those of others



Artist's rendition of McCooch Recreation Center with alterations planned to provide for a more effective recreation program.

engaged in allied fields. We re-wrote all the job specifications for the entire department, in which the standards were raised to insure qualified personnel to carry out a meaningful and purposeful program.

We started an on-the-job training program for our general staff, and have followed it with an intensive in-service training program for recreation leaders. We have established a workshop for the production of a Department of Recreation staff manual to be used by all leaders and supervisors. We inaugurated a monthly staff bulletin to keep our people aware of what is happening within their department.

Our reorganization plan called for the operation of recreation centers and playgrounds on a year-round basis for the first time in the history of Philadelphia. Formerly, the playgrounds were only operated under recreation leadership during the summer months. The fine spirit and high morale of our staff is reflected in the enriched programs we have offered, and in the enthusiastic response of the people of Philadelphia to a program that includes music, drama, dancing, and arts and crafts, as well as athletics.

We did not, of course, stop there. From sponsoring the Greater Philadelphia Drama Association to leasing the city's largest private pool and operating it on a non-segregated basis for the first time, we have participated and/or cooperated with almost every organized activity in the city, as part of our program. Games, tournaments, celebrations, championships, parties, festivals, leagues, are the standard fare of our activities. What we do besides would be too lengthy to explore here, though I would cite music as an example. In addition to the Christmas carols in the City Hall courtyard and the annual singing tournament,

we had in Philadelphia in 1952 over one hundred free concerts by such diverse groups as the Philadelphia Orchestra, the Robin Hood Dell Orchestra, the Police and Firemen's Band, the Philadelphia Brass Band, the New Year Mimmers string bands, and the American Federation of Musicians Union Band. These concerts were given at the centers, the playgrounds and in the park, directly or indirectly through the efforts of the recreation department working with other city departments.

Through the Department of Recreation budget an allocation was made for the Robin Hood Dell concerts. The Friends of the Dell raise \$75,000 and the city makes available \$75,000, for these popular concerts. Over 400,000 tickets will be distributed through the office of the recreation department for eighteen evening concerts and three afternoon children's programs with the outstanding artists in America on the program. Free concerts are given by the Philadelphia Orchestra and a grant was made to underwrite these through the recreation department; and the tickets are distributed through our offices.

Grants of \$25,000 each are made by the city through our department—to the Museum of Natural Science, the Museum of Natural History, and the Franklin Institute for the promotion of their cultural programs. The Atwater Kent Museum and the Betsy Ross House are also a part of the Department of Recreation, which gives us a close tie-up with the cultural organizations and activities of the community.

The largest departmental commission of the recreation department is the Fairmount Park Commission, which is responsible, in the words of the charter, for the "recreational activities in Fairmount Park and other city parks

managed and operated by the commission . . . in accordance with the recreational program formulated by the Department of Recreation." In addition to the parks under the direct supervision of the Fairmount Park Commission, there are 131 parks and squares under the immediate supervision of the department itself.

In order to achieve a maximum degree of coordination of all recreational activities conducted by the department, the Fairmount Park Commission, and the Board of Public Education, a Recreation Coordination Board was created. This board makes recommendations to the recreation commissioner on all matters pertaining to joint use of facilities.

A very close relationship is being worked out with the public schools, in which a full use of facilities can be utilized. A pilot project will be initiated in the fall in which the Board of Education will make available to the Department of Recreation a sum of money, which will be matched by the latter, for the development of a program under the supervision of the recreation department for a number of school buildings which serve areas of our community but are not now serviced by the public recreation department or private agencies.



Camp Happy has been relocated on a 544-acre site in the Pocono Mountains. Note the camp buildings in the background.

Since many of our facilities are out-dated and out-moded and have been poorly designed, we asked the City Council and the City Planning Commission for capital funds which, when properly spent, would assure Philadelphia of having some of the finest recreational facilities in America. A six-year capital program for recreational improvements calls for an expenditure of over fifteen million dollars. This money has already been scheduled. In addition, we envision that several million more will be needed for improvements for facilities under the Fairmount Park Commission. Over three and a half million dollars for new improvements will be spent during this year.

From the drawing boards of our planning and construction section and from budget and finance conferences and perhaps, above all, from the willingness of the City Coun-

cil and civic-conscious citizens supporting us, we have evolved a program of recreational facilities in Philadelphia which, when completed, should be second to none.

Although many of the projects will be under construction, none will be completed before the National Recreation Congress meets in Philadelphia the first week in October. However, we will have models and drawings which should be of interest to those delegates who are in the midst of planning a construction program. We are doing everything in our power to see that the new facilities are functional and are so designed to serve not only a wide variety of interests but also to serve all age groups of our population.

Our work with the public schools, housing projects and Crime Prevention Association, our pilot projects at the Youth Center (formerly the house of detention) and Riverview (formerly the home for the indigent), our purchase of a 544-acre site in the Pocono Mountains, relocating the city's old Camp Happy—these things would, in themselves, require a chapter to relate. And they are only some of the broad-scale interrelationships we have established in assuming our proper part of the city's responsibility for the health, welfare and recreation of its people, and in making successful human relations an essential ingredient of all our programs.

The playground being constructed at Eighteenth and Bigler right now, with its separate areas for tots, teenagers, adults and senior citizens, with its variety of games and equipment, its functional contrasts in surface and material, will be the first of its kind in this area, where a spray-pool is an innovation, and creative play-sculpture is almost daring. And this is but one example of what we will do everywhere we can, each time fitting the solution of the problem to the nature of the particular area.

We have established no standard operating procedure, we have adopted no pet formula. We are armed only with our desire to be forward-looking, and our willingness to test new ideas. We are not satisfied with shinier versions of five-year-old equipment, and we do not feel bounded by the dictates of tradition. We are human, and we will make errors, but we will remain open-minded—faithful to those principles of recreation in which we sincerely believe, and responsible to the people of Philadelphia who have placed faith in us.

Recreation has, we believe, come of age in Philadelphia. The story is being written in reality as I write this on paper. I have been able to give only an imperfect statement of our aims, our plans, our accomplishments, such as they are. It is my hope that many of you will come to the National Recreation Congress in Philadelphia this year to see and feel for yourselves that spirit and purpose which pervade the whole movement of recreation here, and which, try as I may, I can only inadequately convey.

"The so-called 'emergency' is fast becoming for Americans the normal way of life. . . . Let's stop being defensive about defense."—Dr. Leonard Mayo



Dr. Ralph Sockman



Dr. George Deaver

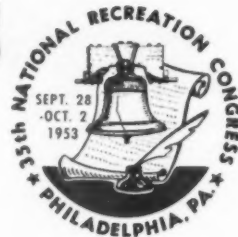


Mrs. Howard Braucher



Hugh Pomeroy

35th NATIONAL RECREATION CONGRESS



Speakers

● Pennsylvania's Governor John S. Fine, Mayor Joseph Clark of Philadelphia, and Dr. Ralph W. Sockman will address the 35th National Recreation Congress at Philadelphia, September 28 to October 2. Other speakers at the Congress general sessions will include: Lieutenant General Laurence S. Kuter of the Air Force, Mrs. Howard Braucher, Dr. Luther Gulick, Hugh Pomeroy, Dr. Paul Douglass and Joseph Prendergast. Delegates to the Congress are assured a lifting of their sights through the messages of these outstanding speakers.

The address by Mayor Clark will open the Congress. The swift action of his new city administration in the field of recreation is well known to recreation leaders throughout the country. Not so well known are other changes which this reform administration has effected. The Congress welcomes this opportunity to hear from Philadelphia's brilliant and effective mayor and to commend him for the advances which have already been made in his city.

Dr. Sockman of Christ Church, New York City, one of the world's great ministers, has consented to give the banquet address. Dr. Sockman's voice is known throughout the country because of his radio work; and now Congress delegates will have a chance to receive from him personally the deeply inspiring message which he has the power to give.

General Kuter, commander of the Air University at Maxwell Air Force Base, Alabama, will bring to the Congress a reminder of the importance of recreation for the men in all kinds of uniforms.

Mrs. Braucher, widow of Howard Braucher, philosopher and administrator of the National Recreation Association for more than forty years, has a real message for the Congress as a result of her many years of very close association with the movement. She continues to take an active part in the recreation field as a volunteer worker on the staff of NRA.

Dr. Luther Gulick, Dr. Douglass and Joseph Prendergast will speak at the Tuesday morning general session. Dr. Gulick and Dr. Douglass, chairmen of committees advisory to the association in the fields of research and personnel, will tell of the plans and the work accomplished in these fields; and Mr. Prendergast will make a report to the Congress on the work of the National Recreation Association in the past year, and the plans for the immediate future.

There has been great interest in planning for recreation, and Wednesday morning's general session will feature this subject, with a panel headed by Hugh Pomeroy, director of the Westchester County Planning Commission, New York. The panel will consider such questions as the importance of recreation as an essential part of the city plan, and the importance of relating plans for recreation areas to the total plans for the city. This should prove a very valuable and interesting part of the week's program.

At the Monday afternoon meeting on recreation in hospitals, Dr. George G. Deaver of NYU-Bellevue Institute of Physical Medicine and Rehabilitation, whose reputation in the field of rehabilitation is widely known, will speak on "The Role of Recreation in Rehabilitation." Another feature of the hospital meetings will be a demonstration of the value of recreation to chronic hospital patients by a group of patients being brought to the Congress from Goldwater Memorial Hospital in New York City, under the general direction of Mrs. Beatrice Hill, consultant for Recreation Rehabilitation Services in that hospital and in Bellevue. Mrs. Hill is author of *Starting a Recreation Program in a Civilian Hospital*.

Otto T. Mallory, a lifelong Philadelphian, who has been a member of the board of directors of the National Recreation Association since 1912 and is now chairman of the board, will convene the Congress on Monday night.

The Reverend Paul Moore, Jr., of the association, will give the invocation. Other board members scheduled to preside at various sessions include: Frederick Warburg, Grant Titsworth, Susan Lee, Frank Adams, William Davis and Rachel Gallagher. This year's toastmaster will be Gaylord Donnelley, president R. R. Donnelley and Sons Company of Chicago.

Among the arrangements for entertainment, the usual tea will be given by the association, to welcome guests to the big meeting. As a part of the Congress program, a performance will be given by the Temple University Concert Choir under the direction of Mrs. Elaine Brown. As Philadelphia is famous for string bands, arrangements are also being made for one of the best in the city to play for the Congress. A demonstration of rope skipping will be given by the Rope Skippers, a group of teen-age girls from Bristol, New Hampshire.

Philadelphia, with its wealth of historical and cultural treasures, is an intriguing city, and delegates will be given an opportunity to see the sights. The local arrangements committee is providing two well-planned tours: Tour #1—*General Tour* with emphasis upon historical sites; Tour #2—*Recreation Tour* with emphasis upon recreation areas and facilities. Twenty-minute stops will be made at special points of interest. The general tour will be \$1.65 and the recreation tour \$1.25. Both are scheduled for Wednesday afternoon, September 30th. Delegates, upon arrival, should study details of the two tours and purchase tickets before Tuesday night, September 29th.

Among other *Special Interest Tours* will be one on hospital recreation and one for those delegates who would like to observe recreation for older persons.

Other special features are still being arranged as RECREATION goes to press, and everything points to a very full and a very successful program throughout Congress week.

(Continued on Page 208)

Special feature of hospital meetings will be demonstration, conducted by Mrs. Beatrice Hill (left), with patients from Goldwater Memorial Hospital, New York.



Gen. Laurence Kuter



Mayor Joseph S. Clark



Dr. Luther Gulick

- If you have not yet seen the Congress Preliminary Program write for a copy immediately. Address T. E. Rivers, Secretary, National Recreation Congress, 315 Fourth Avenue, New York 10, New York.

- If you have not made hotel reservations yet you should do so without further delay. Your request should be sent to the Bellevue-Stratford in Philadelphia or to the hotel of your choice. Reservations are not being handled by NRA.

35th NATIONAL RECREATION CONGRESS

Exhibitors

● Exhibitors of commercial products and services provide some of the most important information for delegates at the National Recreation Congress each year. Their presence at the Congress is welcomed by executives, board members, and others with responsibility for keeping up to date on new developments in equipment, supplies and services.

At Philadelphia, the exhibit area will be set up in the Clover Room and in the Red Room of the Bellevue-Stratford, on Ballroom Floor.

Exhibits will be officially opened at 9:30 A.M. on Monday, September 28. They will be open daily until 6:00 P.M. except on Monday night when they will remain open until nine. Names of representatives of exhibitors will be listed in the Congress Program, and a special pamphlet concerning the products and services on display will be distributed at the registration desk.

The list of exhibiting firms, as of the deadline for this issue of RECREATION, is shown at the right.

Adjacent to the exhibit area will be the consultation center, staffed by specialists from NRA, and the registration desk.

There will be space this year for educational exhibits on the eighteenth floor of the Bellevue-Stratford. A display on the Philadelphia Story in Recreation is being prepared by Robert Crawford, deputy commissioner and superintendent of recreation. Arrangements are also under way for exhibits related to hospital recreation and to recreation leadership training; and a display of annual reports is included.

In planning your busy Congress schedule, be sure to allow time to visit and study the exhibits which are being prepared for your information.

American Playground Device Co.
Anderson, Indiana
American Shuffleboard Company
Union City, New Jersey
Association Press
New York, New York
Banball
Elmhurst, New York
Berlin Chapman Company
Berlin, Wisconsin
Wesley Bintz
Lansing, Michigan
* Boin Arts and Crafts
Morristown, New Jersey
J. E. Burke Company
Fond du Lac, Wisconsin
Calcium Chloride Institute
Washington, D. C.
Cleveland Crafts
Cleveland, Ohio
Coca Cola Company
New York, New York
Dudley Sports Company
New York, New York
The Felt Crafters
Plaistow, New Hampshire
General Electric Company
Schenectady, New York
Hanna Manufacturing Company
Athens, Georgia
Hillerich & Bradsby Company
Louisville, Kentucky
Earl H. Hurley Associates
Corry, Pennsylvania
The MacGregor Company
Cincinnati, Ohio
Magnus Brush & Craft Materials
New York, New York
Miracle Whirl Sales Company
Grinnell, Iowa
National Bowling Council
Washington, D. C.
Nehi Corporation
Columbus, Georgia
Pepsi Cola Company
New York, New York
Play Sculpture Company
A Division of Creative Playthings, Inc.
New York, New York
Radio Corporation of America
Camden, New Jersey
Rek-O-Kut
Long Island City, New York
The Rex Corporation
West Acton, Massachusetts
Square Dance Associates
Freeport, New York
Sun Aired Bag Company
Sunland, California
United States Rubber Company
New York, New York

Good Evening, My Neighbor

Words and music by Phoebe K. Higgins



In Seattle, one of our greatest pleasures was meeting Mrs. C. W. Higgins of Reno, Nevada. We roped her into helping us with our amateur talent show—and discovered that she could write songs and poems at the drop of a hat! Of course, we begged for samples. Here's a fun song, made for action, and guaranteed to break the ice at any meeting or get-together. Try it with gestures, whenever you're trying to get a group to laugh and relax. (Congress groups—*attention!*) We think you'll like it.

New Action Song

This is, of course, a dialogue song, sung by two people as a stunt song, or by a group, in which each person turns to his neighbor, or half the group "talks" to the other half. It should be accompanied by broad gestures and pantomime—low bows, arm and hand gestures, changes in facial expression, changes in tone of voice, and so on.

1. Good ev'-ning my neigh-bor. Good ev'-ning to you. I
hope you are hap-py. The same wish to you. Will you
sing for me? No you sing. No you sing. No you sing. No
you sing. No you sing. Then we'll both sing at once.

2

Shall we sing about the roses?
Or the moonlight and trees?
Or the birds flying upward?
Or the soft summer breeze?
Well you start. No, you start.
No, you start. No, you start.
No, you start. No, you start.
Then we'll both start at once.

3

Excuse me for not singing.
And pardon me too.
Has your voice really failed you?
Yes, I find that is true.
Will you sit down? No, you first.
No, you first. No, you first.
No, you first. No, you first.
Then we'll both sit down now.

Attention students, counselors, and
all of you who recruit for your own profession . . .

PEOPLE,



POWER



and LEISURE



Paul F. Douglass

TWO EVENTS occurred at the beginning of our century which, taken together, explain much that has happened during the lives of all of us. In 1905, Albert Einstein stated his famous formula that $E = mc^2$. Through it he laid the foundation for the *atomic age*. The following year, in 1906, the organization bore witness to the fact that science wedded to industry had so multiplied the power of man that he had time to *play* as well as work. Human beings began to experience something permanently new in history—the opportunity to enjoy free time without compulsion. Thus, at the threshold of the 20th century, the twin phenomena of (1) available power and (2) available leisure stood side by side.

Released from drudgery by technological advance, people soon found themselves to be the owners of two precious and very personal possessions.

DR. PAUL F. DOUGLASS is the chairman of the NRA National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.

The first was *money* to spend in full freedom as they chose, over and above the demands for mere physical existence. The second was *time* to enjoy as they chose, outside the routine by which they earned their livings. Men who knew more about the past than they could imagine about the future, predicted in these early days of this century that free time and spending money would erode human character when men were released from the age-long disciplines of poverty and wearisome toil. The vision of the National Recreation Association, however, saw in available leisure the opportunity for man to experience inner growth and to enjoy this world in which God has placed us. When Thomas E. Rivers, assistant executive director of the National Recreation Association, recently met His Holiness Pope Pius XII in audience, Rivers observed that, next to religion, the wholesome use of leisure stands as an important avenue to abundant life. One of the testimonies to this fact is the existence on the grounds of Vatican City of a playing field built over a quarter of a century ago by gifts from the

Knights of Columbus of St. Louis. A young priest from Whitman, Massachusetts, by the name of Francis Joseph Spellman, served as the first coach and recreation director of that facility.

In the near half-century since the National Recreation Association was founded, America has witnessed two apparently contradictory trends; both are the products of modern technology. Howard Mumford Jones describes one of these by saying that our century has been one of *increasing horror*. It has been the most savage period in human history. Recreation people see the same period to have been one of *increasing opportunity for pleasure*. As never before, man has had freedom to enjoy himself although he has been constantly haunted by premonitions of his doom. Liking statistics, I find the proportion of this pleasure expressed in the statement that in this year of 1953 the amount of money spent by Americans for recreation of various kinds will exceed the entire national income of the United States twenty years ago. In 1932 our national income was just under \$40,000,000,000. This year rec-

reational travel alone will rise to almost half that sum. It has become the third largest industry in the nation, exceeded in size only by agriculture and manufacturing.

If time permitted, I should like to talk about the vast recreational activity of the American people, tell about the millions of sports fishermen, hunters, bowlers, golfers, skiers, private row-boat, motor boat, sail boat, and yacht owners. I should like to tell you how public recreation facilities provide pleasure for millions of people annually on bathing beaches, on baseball diamonds and soft ball fields, in outdoor and indoor swimming pools; for men, women, and children attending zoos, going to band concerts in public parks, playing golf on public courses, enjoying picnic areas; and millions taking advantage of arboretums, archery ranges, boating centers, bowling greens, bridge trails, camps, conservatories, gardens, handball and horseshoe courts, museums, nature trails and centers, skating rinks, tennis courts, and many other kinds of facilities. I should like to speak of Americans engaged in music and drama, in arts and crafts, in square dancing, and in a hundred-and-one activities which encourage people to enjoy time. In all of these pursuits the inward person expands to encompass the fullness of creation and realizes that "the earth is full of the goodness of the Lord."

Have you ever stopped in your busy lives to think about time? *To possess time we must plan for it and we must use it.* Otherwise it escapes us; it has no meaning and no purpose. It is what you and I do in time that makes it count. Organized recreation seeks to give meaning to leisure time.

You can see that recreation has become an intimate part of the lives of Americans of all ages. The provision for leisure time activities has become a huge operation requiring vast facilities which must be administered efficiently by trained professional people. To the professional leadership of recreation, the National Recreation Association devotes its whole energies as a non-profit, nonpolitical, nonsectarian organization. Its sole purpose is to help people enjoy new-found leisure in

wholesome and genuinely "re-creating" activity.

Recreation as a Career

I hope that some of you may choose recreation as the field to which you propose to devote your life energies. For others, I hope that a "look" inside the profession will awaken you to a deeper appreciation of what recreation means. Perhaps you may want to volunteer as public-spirited assistants to share your skills and abilities with others in off-hour periods. As citizens, all of us have the obligation to see that recreation is adequate, honestly administered, and sincerely enjoyed.

When a young man or woman is in the process of choosing a career, he or she asks a series of questions something like this: (1) What is this and how much does it pay? (2) Where do I find out about the profession? (3) What should I study to prepare for it? (4) Where should I study? (5) How do I get a job?

What is the profession and what does it pay? Recreation as a profession provides a trained and sympathetic leadership to guide and serve the leisure time interests of all people. It seeks to enlarge their interests, perfect their skills, and to encourage the satisfaction which comes from the feeling of doing a thing a person wants to do well. It furnishes opportunities for self-expression and personal growth that increase the joy

was \$3741 with the range from \$3000 to \$5000. The National Recreation Association has long been a leader in bringing about a standard position classification and salaries appropriate to the classification.

Where do I find out about the profession? You find out about the profession by writing to the National Recreation Association, 315 Fourth Avenue, New York. You will find upon reading the literature that recreation leadership offers a wide choice of types of service. You may wish to enter public recreation conducted by cities, counties, states, and the federal government. Or you may prefer a civilian position with the armed forces. Again, you may find your field of usefulness in hospitals, or in industry, or in various kinds of institutions. You may prefer work with voluntary youth-serving agencies such as the YMCA, the YWCA, the CYO, boys' clubs, Boy and Girl Scouts, teen-age centers, 4-H clubs, and churches. Recreation offers a broad field for your choice according to your own interest and inclination.

What should I study to prepare for it? Willard C. Sutherland, who heads the recreation personnel service of the National Recreation Association, thinks an undergraduate should pursue a course consistent with the objectives of general education during the first two years in college and specialize in recreation courses in subsequent years

From an address discussing recreation as a career. Presented to Second Student Conference on Inter-American Culture and Education, Rutgers University, April 1953.

of living. Like most professions where people work unselfishly with people, recreation pays no salaries which make people rich, although much personal inner satisfaction may result. The median salary of superintendents of recreation in 143 American cities stands at \$5,120 with the range from \$2900 to \$11,000. The average salary of supervisors of special activities such as music and drama is about \$4900. In 1951 the median salary for persons entering the profession with master's degrees

to the extent of about forty per cent of the total credits required for the bachelor's degree. In his general education foundations the student should seek to understand the structure, nature, and social relationships of man. He should know about the world he lives in and the nature of man's environment. Courses in biology, physiology, geology, botany, and astronomy have special value to recreation workers. The student should also reach into the history and skills of the cultural arts, be-

ing familiar with literature, drama, music, art, dancing, crafts, writings and participation activities. Because much of the work of a recreation person depends upon knowledge of educational methods, he should know the theory and practice of education and how to deal with people as individuals and in groups. Graduate courses should be planned carefully in terms of personal occupational goals.

Where should I study? Some fifty-four colleges and universities, conveniently distributed in geographic areas, offer undergraduate major curriculums in recreation. In 1952, 392 students took their baccalaureate degrees with a major in recreation. At the present time there are about 1600 undergraduate students majoring in recreation. On the graduate level about twenty institutions offer work leading to the master's degree and five to the doctor's degree. In 1952, 173 students took graduate degrees in recreation, New York University and Indiana University leading in the number conferred. The graduate student body in recreation numbers about 400. The National Recreation Association issues a bulletin describing various kinds of student assistance available at specific institutions on both the graduate and the undergraduate level. In general, assistance falls into these classifications: (1) a fellowship paying a cash stipend, (2)

a graduate assistantship with apprentice duties performed in return for tuition and sometimes a small stipend, (3) a teaching fellowship paying a stipend in return for which the student does limited teaching, (4) internships providing practical on-the-job experience in certain institutions while the student carries work at an academic institution, and (5) general scholarships paying part or all of tuition fees.

How do I get a job? This is a down-to-earth question which every young person faces. The alert student keeps his eyes open. He talks to successful operators in the profession. When he meets with recruiting officers, he finds that they give special attention to his academic training, to his work experience, to his personal qualifications, to impressions gained in a personal interview, and increasingly to performance on written examinations. But here again the National Recreation Association is ready to help. It maintains a personnel service where qualified workers may register for employment. Through this service many recreation agencies secure outstanding personnel. Best of all, the Association takes a continuing interest in the professional advancement of recreation workers. It is this kind of close teamwork in the interest of recreation that builds morale and wins the respect of the public for the recreation profession.

How Can I Serve as a Citizen?

Many people have a deep interest in recreation, but do not wish to take it up as a career or profession. Often people ask how they can serve in this field as citizens. The citizen interested in recreation can play a very important role. Recreation needs citizens on private and public boards. In one New Jersey city the wife of a dean of a college exercises her citizen rights to lead a recreation board. In a Florida city a young woman, with a master's degree in recreation, married a lawyer and became a citizen interested in doing her part for recreation as a highly intelligent and useful member of a board. Recreation needs citizens who understand its goals and who are willing to support it with their time, talents, energies, and money.

Recreation has come of age; and it has become an international movement. When I stop to think of the fact, I wonder if perhaps the common denominator of our global confusion is not the yearning of people to find free time and to enjoy it—without anxieties.

Of this one thing I am convinced: recreation takes the combined efforts of dedicated people. Whether you engage in recreation professionally or whether you merely enjoy recreation in your leisure, I hope that you will understand its significance in this growingly united world of ours.

Teamwork

Lucile Coleman

In ball games there is nothing so important
As the teamwork that the players must control,
And the people of the world should team together
For the peace that has become their living goal.
No one is independent of the other,
They all must trade resources to retain
Good will enough to call each other
"Brother,"
With friendship as the ultimate in gain.

Miss Coleman, the New York State chairman of National Poetry Day, October 15, has had some of her poems published in the *New York Times* recently. She wrote "Teamwork" at the request of Otto T. Mallory, chairman of the board of directors of the National Recreation Association.

These Also Are Your Children

Helen Hugo

THERE HAVE BEEN many informative articles printed of late in the popular publications about the mentally handicapped child. The *Ladies Home Journal* published one of the first in 1950, written by Pearl Buck, entitled "The Child Who Never Grew." *Parent's Magazine* in 1951 printed "New Hope For The Different Child" by Eugene Graham. In August of 1952 *Today's Health*, published by the American Medical Association, ran an article, "Planning For The Feeble-minded" by Kenneth Robb. In October of this past year the *Saturday Evening Post* presented the article, "Retarded Children Can Be Helped" by Steven Spencer. "Our Neediest Children" written by Albert Deutsch appeared in the *Woman's Home Companion* in January 1952; and there have been others. The children written about in these articles are also your children.

Your community has its share of the mentally handicapped. At least one per cent, or 1,600,000, in the country are so afflicted. Often they are unaccepted by their own families who do not understand them. Many are not accepted by the schools whose programs are not geared to them; and most of them are not accepted by the community that is uninformed about their potentialities. Parents of mentally defective children are now, in twenty-five states, nearly 20,000 strong and organized to procure aid in solving the problem of teaching and training these neglected children. The parents of these children are taxpayers in your county, they are your neighbors on the next block, they are

the merchants in your city, professional people, citizens from all walks of life.

One may well ask then, what are causes of mental retardation if heredity is not acknowledged as the most important factor? Research into the causes of mental deficiency has been practically nil compared to research into those of polio, cancer, rheumatic fever. In most cases of mental retardation, it has been found that the brain has been defective in developing in the embryonic stage. Many of these children are physically as well as mentally crippled because the brain area that controls bodily movement and speech has also been injured. Others may have severe brain damage but no outward physical defects that are evident to the eye, so that many possess a physically mature body but, within this, the undeveloped mind of a child. Present medical treatment cannot restore the damaged brain cells; training can, however, help these children to function at their maximum capacity.

This is the prime objective of the training program that is now being carried on in state schools and homes for the mentally handicapped child. Where some years ago the mentally deficient were given custodial care, now our state institutions' program objective is to treat, teach and train these patients. We aim, through our program of therapeutic activities, to vocationally and socially rehabilitate them. We strive to stimulate them so their interests can be converted into effort, to encourage them into finding new avenues of expression through creative activities in crafts and music, to train them so their abilities can be fully developed, to teach them so their behavior is socially accepted, to counsel and direct them so they can grow through experiences.

In the state institution the recreation program offers the following activities: athletics, folk dance classes, weekly dances, choral groups, community singing, drama, creative crafts, hobby clubs, game room sessions, and a student council which affords training in democratic living through the students' own organization and publication. When the boys or girls return to their communities they will need to be accepted and have an opportunity to take part in the community recreational activities.

The community recreation leader can be the important link between the institution and the community. To further mutual understanding we use every opportunity to bring the community into the institution and take the institution into the community. We welcome organizations bringing entertainment to our students and we, in turn, take our boys and girls into the community to take part in athletic events and local fairs and special parades.

If the community playground director is to be the important link between the institution and the outside, he must understand some of the basic needs of mentally defective children. They have a need to belong, to be accepted by family and community; they need aid in building self confidence; they need to be encouraged and reassured; they need recognition and the opportunity to gain status in both work and play. The recreation leader should understand that the mentally handicapped should not be required to compete on the individual bases in most activities. Team competition, however, is not too threatening because it is overshadowed by the group acceptance of each member. Separate activities are not needed for the mentally handicapped child, as

MRS. HELEN HUGO is the supervisor of rehabilitation therapies at the Sonoma State Home, Eldridge, California.

he improves by having the opportunity to play freely with the normal child who, we note, fully accepts him. It is a fact that the mentally handicapped child is easily discouraged and requires constant praise and reassurance. In order to work successfully with him the leader must understand that the group must be kept small, so that individual attention can be given and instructions for the participants can be patiently repeated. The leader must accept the mentally handicapped person on the level at which he is then found to be functioning, and this requires observation. For example, in a folk dance class a therapist noticed that many of the

boys and girls were confused about which were their right hands and feet so she quickly had all the couples tie red ribbon on their right wrists—which simplified the following of directions. It is not uncommon to find a mentally handicapped boy who has low intellectual ability and is unable to count but has shown he could reproduce a perfect miniature of a nearby community church. So it is that the mentally handicapped child has capabilities as well as limitations and the recreation leader can help the community realize this.

We, in the institutions, have seen boys and girls return to us, not because they failed on the job assignment, but

because the time off the job—their leisure hours—was not wisely used. These mentally handicapped persons did not know where to find friends in the community, or where to find activities that would welcome them as participants. This, then, is a challenge to every community recreation leader—to effectively work with the local parent groups, the schools and state institutions which are training these mentally handicapped people. To rehabilitate the mentally retarded child, send him back to his family and to the fullest life possible, will require the help and understanding of every community leader.

Camping with the Mentally Retarded

Joseph S. Smith

• The sidewalk in front of a building in San Francisco was strewn with bed rolls and an assortment of luggage. It was a bright June morning in 1952, and a group of fifty-four excited youngsters waited for the buses that were to take them to a camp. This might have been any group of children going to any camp, but it was not. . . .

In December, 1950, a group of parents and friends of mentally retarded children had formed an organization to help the mentally retarded child to become an accepted part of community life. Their aims were to provide a facility for the post-school group of retarded children, to add to the public school program for the school-age children, and to establish a pre-school program where the young child could begin his early training and parents could participate in an educational program.

In June of 1951, Aid Retarded Children, Incorporated, held its first summer camp with sixteen children in attendance. The results of this experience encouraged the organization to attempt, in 1952, a similar project on

a much larger scale.

The camp staff consisted of a general camp chairman, director, registered nurse, and twelve counselors. Three of the counselors were teachers of "exceptional children" in public school systems; the others were parents and members of Aid Retarded Children.

Counselors' meetings were held each evening to discuss and evaluate the day's program. These resulted in the setting up of the following camp objectives:

1. To give campers an opportunity for broader experience in socialization.
2. To help in the development of self-reliance.
3. To offer healthful outdoor living.
4. To provide broader avenues of social and living experiences than are available in the average home.
5. To provide opportunity for recognition and achievement by the child.
6. To provide opportunity for the parent to gain objectivity on the whole problem of the retarded child.
7. To provide opportunity for training experience for persons planning to work in special education, mental hygiene or related fields.

Among the recommendations for 1953:

1. If possible, the camp nurse should be experienced in working with retarded children—and ill or disturbed children should be placed under her care, without parallel care

or suggestions by counselors unless requested by the nurse.

2. Counselors should be persons with some understanding of the retarded child and with an aptitude for working with groups of children and associating cooperatively with other counselors. In addition to the volunteer parent-counselors, some effort should be made in the future to secure a larger number of college-age counselors.

3. There should be a ratio of one counselor for every four campers and one unassigned counselor for every seven counselors to assist, relieve, provide liaison with medical facility, over-all supervision, and so on, and at least two counselors in each cabin.

4. The camp director should submit job analyses for counselors and consult with the group in preparation of a handbook describing what can be expected of the retarded child in a camp setting.

5. The chairman and/or committee should endeavor to enlist the services of group work consultants in planning the camp program.

We saw the most sheltered and the most retarded members of the groups begin to show signs of awareness of self in relation to others—an awareness of self-importance and a sense of belonging. Many of the children who seemed quite helpless when the program got under way were showing a high degree of improvement at the end of the camping period. Group dynamics had served well in the matter of stimulating all members of the group to feel a sense of importance and a desire to become an active part of the group.

It was the motto of the camp that every camper must have a pleasant experience, one that he should long remember; and in a real sense the meaning of this motto was fulfilled.

MR. JOSEPH SMITH, camp director, is the recreation therapist at the Sonoma State Home in Eldridge, California.



Orchestra pit covered with platform and seats, no musical shows presented first season. Dressing rooms connected with tent entrance by a covered passageway.

PHILADELPHIA'S *Playhouse in the Park*

W. H. Noble, Jr.

THE DECISION by the Fairmount Park Commissioners to give the citizens of Philadelphia inexpensive summer theater was prompted by the increasing popularity of a number of summer theaters within an hour or two driving time from the city. Why not bring this type of outdoor entertainment right into the city and what better place than in Fairmount Park? The Robin Hood Dell symphony concerts in a lovely open-air auditorium, high above the east bank of the Schuylkill River, have been proven successful over the years. Why not give our citizens another type of entertainment on the west bank of the Schuylkill? It was definitely worth trying.

Belmont Plateau, one of the highest parts of West Fairmount Park, was selected as an ideal site. Important arter-

ies nearby would make access, by motor, easy from several quarters of the city. A bus route was handy. Already a well-established restaurant was located in one of the famous Colonial houses of the park—Belmont Mansion. There were fine trees scattered about, open areas in abundance for parking, and a little Victorian kiosk for refreshments. Even a row of stables with their Dutch doors could be converted—with new cement floors—into dressing rooms. All these things contributed to the final great success of this season—our first.

Everything favorable for such a site was there, except the theater. The newly developed "theater-in-the-round" was decided upon as the most suitable type. Actually, instead of round, this became an oval plan with an oval stage, an oval saucer with terraces for the rows of seats and an oval tent above. Mr. Erling Pedersen of Philadelphia was the architect, and Mr. Arthur E.

Campfield of New York constructed the tent—in blue and orange stripes—which added a great deal to the gaiety of the whole set-up.

The construction of the tiers was worked out in white cement blocks for the risers and cement for the treads, with the ramps down to the stage in cement. These were later covered with rubber mats. The aisle running completely around behind the last row of seats was cemented and also covered with rubber matting, both for safety and against the noise of late-comers. Drainage presented quite a problem, as a flash flood pouring down the aisles into this saucer would be inconvenient, to say the least. However, before the opening of the season, all grading was covered with grass and attractive planting, with walking areas in black-top.

The ticket office, built of cinder blocks, was painted white with red trim to match the dressing rooms and the concession booth. The roofs were

MR. W. H. NOBLE, JR. is the assistant to the director of the Fairmount Park Commissioners in Philadelphia.



White cement blocks were used for risers in constructing tiers.

green asbestos shingles. The converted stables, with showers, cross ventilation and individual wash basins, allowed space not only for the actors but for the construction of props and scenery, and storage of these, and a room for the "boss canvas man" who must live on the site to adjust the tent stays in case of sudden wind, rain, and so on.

It was found necessary to construct three small rooms, directly connected with the tent, to house the complicated switchboards and lighting system, a quick change room for the actors, and a room for props which could be brought down the ramps between the acts. These were painted to match the stripes of the tent.

The interior was as gay and colorful as the outside. The stage, a foot above the aisle around it, was carpeted. The white metal yachting chairs had seats and backs of yellow, red, green and blue canvas. The valance around the steel frame which contained the overhead lights was the blue of the tent stripes. The furniture and other props were, naturally, very low in order to obstruct the view as little as possible; and flowers and potted plants were used to add to the color of the scene. Loudspeakers and equipment were, for the most part, concealed.

While the theater was being constructed, a great deal of thought was going into the plans for the theatrical productions. It seemed sound to the Fairmount Park Commissioners that the prices should be very reasonable, well under the usual summer box office prices. The nightly top price was \$2.40, scaling down to \$1.20, but the small

size of the tent and the lack of any apron or orchestra pit brought even the seats at each end of the tent (14th row) fairly close to the stage. The total seating capacity was around 1,000, with ten rows on the sides, or short axis, and fourteen rows on the long axis. The weekly gross receipts were \$11,700 with capacity attendance. Matinees did not come up to expectations, but it was a long hot summer.

An experienced New York producer, Theron Bamberger, was engaged to handle the productions. His Bucks County Playhouse was well known to Philadelphians; and his was the task of assembling staff, actors and scenery for eleven productions of a week each. Each play was rehearsed the week before opening and a director, Gerald Savory, was secured. His experience included two years of directing "theater-in-the-round." Although many of the actors took parts in more than one play, the repertory system was not followed. The "leads" were changed each week, and more stress was put on all-around good production than on a famous star poorly supported.

The selection of the plays was made with great care. Not only must they adapt themselves to production "in the round," both from the actor's point of view and that of the setting, but they must be light and gay and send the audience away with a smile. The moral values had to be weighed and the language scrutinized, for it must be remembered that this was a municipal undertaking. Too broad, burlesque or slapstick comedy was not judged suitable or "amusing." Drawing room

comedies by Coward, Lonsdale, Philip Barry, Savory and Moss Hart were interspersed with the more hilarious *Three Men On A Horse* and *Twentieth Century*. G. B. Shaw's *The Devil's Disciple* contributed satire, and was the final play of the season.

The eleven performances grossed \$102,664 and played to an estimated 75,000 persons. The investment of the Park Commission included the major items of tent, electrical equipment, air-conditioning, and materials and labor put into the preparation of the site itself. The first season was considered a real success and it is planned to commence production a month earlier for the second season.

From the over-all recreation angle, the "Playhouse in the Park," as it was officially called, developed some interesting angles. It had been expected that many people would bring picnic lunches, and so tables were provided nearby. These were rarely used, though many people did dine before the performance on the terrace of the Belmont Mansion Restaurant nearby, parking their cars before dinner and then walking to the Playhouse. Informality was stressed, but there were not a great many men without coats though some bright sport shirts always appeared. Special buses came from scattered points of the city and these soon developed regular patrons, particularly for the matinees. A number of large business organizations bought blocks of tickets for their employees, although this angle of business wasn't worked up. Telephone reservations were held until eight o'clock and, by and large, the public cooperated with this plan. During hard downpours, the performances sometimes had to be stopped for ten or twenty minutes because of the noise of the torrent on the canvas. The audiences took this with good spirit and the house orchestra played their "rain repertory." The symphony concerts didn't appear to be hurt by the dramatic competition within the park.

The park commissioners and the officials of the city are unanimous in their feeling that to attract this many citizens into the park nightly for a pleasant evening has been well worth the effort expended.

EQUIPPING A CRAFT ROOM

Margaret M. Holt

THE CONCORD CRAFT ROOM, of Concord, North Carolina, is a beautiful example of community cooperation. The program is good by city standards, and for a town of 16,000 its accomplishment is remarkable. Requests have come for our assistance in establishing craft rooms in other places. The best help we can give is to tell exactly how we started our own successful venture and encourage each group to develop their program according to local needs. Every situation is different.

When the *Concord Tribune* printed a notice that on a Monday night in January, 1952, recreation director Bill Ridinger would meet with those interested in arts and crafts, a dozen interested, talented people responded. They were concerned with music, photography, the dance, dramatics, painting, ceramics and jewelry design. The group formed a council and planned committees to perfect each branch of the program. Music, photography, dancing, and drama were each developed separately; and ceramics, jewelry and metal work were listed together to be enjoyed in a proposed craft room. Four members of the group offered to assume responsibility for setting up an equipped room for craftsmen to use in pursuing their hobbies.

These four, Mrs. Springs McCoy, Miss Mary Propst, Mrs. Don Holt and Mr. Wesley Walker, met the next day in the community center rooms allocated to crafts and appraised the possibilities of the space. Two empty rooms, one 12 by 20 feet and the other 16 by 18 feet, three tables, the privilege of borrowing chairs from the assembly hall downstairs, use of a nearby lavatory with hot and cold water, \$250 cash from the community budget for crafts, and a great deal of enthusiasm and determination were the assets at hand.

The previous training of these volunteers was of ines-

timable value. Mrs. McCoy had been an art supervisor and had studied crafts; Miss Propst, a school principal, had worked in crafts as a hobbyist; Mrs. Holt had studied arts and crafts extensively and had observed many craft rooms in operation; Mr. Walker had his own well equipped shop at home and operated his own kiln. Also, the requests filed in the recreation commission office for a craft room in town had brought to light a surprising number of interested craftsmen. The committee members agreed to equip the room eventually for ceramics, enameling on copper, jewelry design, flat silver work, copper hammering and etching, rug hooking, and painting in oils and water color. More requests for ceramics and rug hooking had been on record than for other crafts so these two were selected to start.

Mrs. Franklin Shinn, whose hooked rugs have received wide recognition, moved to the community center a neighborhood rug hooking group which she had been instructing and opened it to other interested people. These craftsmen needed only a strip cutter (at \$12.95) and tables for working; so they started activities on March first.

To start from scratch in equipping for other crafts, the committee referred to the book *Where to Get What*, compiled by Penland School of Handicrafts, Penland, North Carolina.* Fifteen catalogs most closely related to our needs were chosen from the Penland lists and assembled by written requests. Many arrived with "price list on request" bottlenecks; so we suggest that, to save a week or more, the price list be ordered with the catalogs.

In planning for an opening date, two or three weeks should be allowed for catalog study and the making out of orders. Plan four or five weeks for delivery and the placing of supplies. Opening day is much easier if everything is in place and ready to go.

* Available for twenty-five cents.

MRS. DON S. (MARGARET MCCONNEL) HOLT, *crafts counselor in Concord, has recently had published the complete record of this successful community program. See page 251.*

Reprinted from "The Concord Craft Room Bulletin," published by the City of Concord Public Recreation Commission, North Carolina.

We tried to get all our supplies from as few sources as possible. Also, ordering from near-by concerns saves time and money.

After a comparative study of prices, freight rates, and services offered, we ordered the following—to supply at least twenty people:

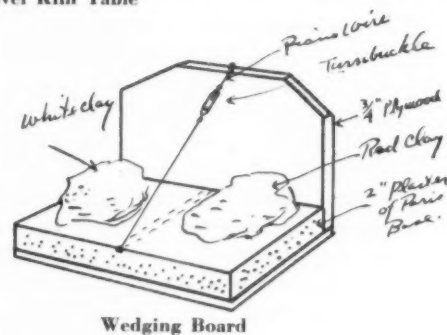
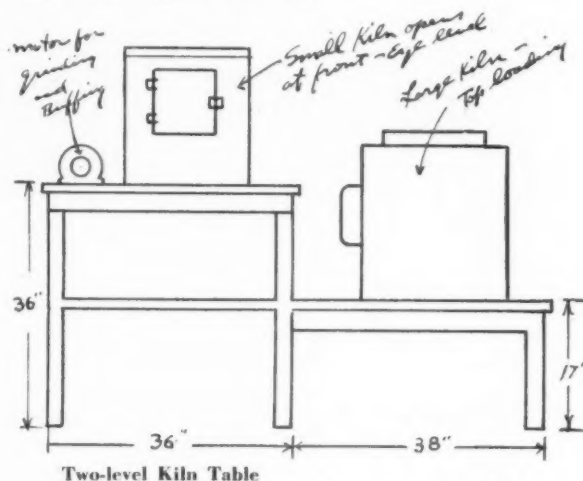
1 kiln, with pyrometer, to fire small clay pieces and enameling on copper (8- by 8- by 11-inch firing chamber)	\$ 95.00
1 kiln, to be used with pyrometric cones to fire pottery (17- by 17- by 15-inch firing chamber)	149.00
1 dozen boxwood modeling tools (#5)	1.50
1 dozen boxwood modeling tools (#4)	1.50
1 box of 50 pyrometric junior cones (022)	1.50
1 box of 50 pyrometric junior cones (07)	1.50
1 box of 50 pyrometric junior cones (05)	1.50
1 dozen star stilts (1-inch) .....	.70
1 gross assorted stilts (1, 2, 3, 4, 5)	1.75
4 tile setters @ 1.25	5.00
1 kiln shelf (15 by 15 by $\frac{3}{4}$ inches, sillimanite)	4.00
4 kiln shelves (7 $\frac{1}{2}$ by 8 $\frac{1}{2}$ by $\frac{1}{2}$ inches, semi-silicon carbide) @ 2.00	8.00
16 shelf supports (1 by 1 by 1 inch) @ .07 $\frac{1}{2}$	1.20
12 shelf supports (1 by 1 by 2 inches) @ .25	3.00
8 shelf supports (1 by 1 by 4 inches) @ .35	2.80
1 elephant ear sponge (#2) .....	.65
1 dozen bisque plates (8-inch, modern)	2.75
2 dozen square bisque tiles (6 by 6 inches) @ 2.20	4.40
100 pounds (bag) terra cotta clay @ .06 $\frac{1}{2}$	6.50
100 pounds (drum) white talc modeling clay (moist) @ .09	9.00
100 pounds (bag) white talc casting clay @ .10	10.00
Self glazing engobes	5.20
1 pound dark blue	1.30
1 pound dark brown	1.30
1 pound dark green	1.30
1 pound light green	1.30
Glazes (leadless glazes, safe for use in food containers but a little difficult to apply and fire smoothly)	23.20
10 pounds transparent @ 1.20	12.00
1 pound white	1.30
1 pound royal blue	1.30
1 pound turquoise	1.30
1 pound chrome green	1.30
1 pound light green	1.30
1 pound pink	1.30
1 pound Chinese red	1.30
1 pound golden yellow	1.30
Semi-moist underglaze decorating colors	6.00
1 set (8 colors)	3.00
1 set SP (8 special colors)	3.00
Underglaze crayons	2.50
1 set (8 colors)	2.50

Later—after we found people were interested in underglaze decoration of tiles and plates—we ordered:

5 elephant ear sponges @ .65	3.25
1 bag (100 pounds) red clay	7.00
1 dozen bisque plates (8-inch, rim)	2.75
4 dozen square bisque tiles (6 by 6 inches)	8.80
100 pounds molding plaster (from local building supply)	

Recently we found buff-color, moist firing clay locally for three cents a pound in plastic bags. Ordering clay in plastic bags could eliminate clay containers—except one for keeping clay for a long time—and small plastic bags are convenient for keeping individual clay pieces moist during construction, and are much simpler to handle than a damp box.

While the above orders were being shipped, the following building was done in the rooms: shelves were installed in closets; a two-level table was built of heavy material to hold the two kilns. (The high level was for the front-opening enameling kiln; the low level was for the top loading kiln.) There was a shelf under the high table to be used for storing kiln furniture.



A table with shelves was built to hold the wedging board, and the wedging board itself was made separately so it could be portable if necessary. The wedging board, used for conditioning clay, is a box made of $\frac{3}{4}$ -inch plywood and filled with 2 inches or more of plaster of Paris. A piano wire is stretched from the raised back of the box to the center front and kept taut by a turnbuckle. Clay is cut on this wire and kneaded on the plaster till the right degree of moisture and plasticity is reached for good modeling. The left side of the plaster is used for white clay only and the right side for red clay only, one being covered while the other is in use.

The wedging board could be eliminated and clay kneaded on wooden tables as in the Orient, but most potters in this hemisphere do their wedging on plaster.

A long table with shelf beneath was built to hold molds, slip and tools. A group of shelves was built for glazes. The two tables already in the room were strengthened with angle irons and all the new lumber was stained a dark color. A drawing of the general arrangement further illustrates this workable room.

Lumber for the construction cost \$32.38, carpentry

\$31.15. Other materials bought locally were: oilcloth for the table tops, \$2.44; exhaust fan installed above the kilns, \$30.51; galvanized cans (seven-gallon size)—one for white clay, one for red clay, and one for plaster—two enamel wash pans for mixing plaster and catching glaze when pouring; two enamel buckets; one strainer; two large spoons; one screw driver; one pair of pliers; one grind stone; and one set of kitchen scales.

Materials loaned or donated by interested citizens: molds and pieces for demonstration; a motor for buffing and grinding; laboratory equipment which had belonged to a local physician; two spacious sets of shelves; kitchen scales and jars; and modeling tools made of popsickle sticks.

When the room was ready for opening, *The Concord Tribune*, always most cooperative, carried a notice requesting each hobbyist to bring a small brush, sponge, rags, newspapers, jars for glazes, and a small bowl for water.

The committee established a long-term plan to have one of their number responsible for answering questions and sharing ideas at each session. The fact that all instruction was to be done by volunteers released to us the money that had been allotted for instruction (\$247.50). Our to-

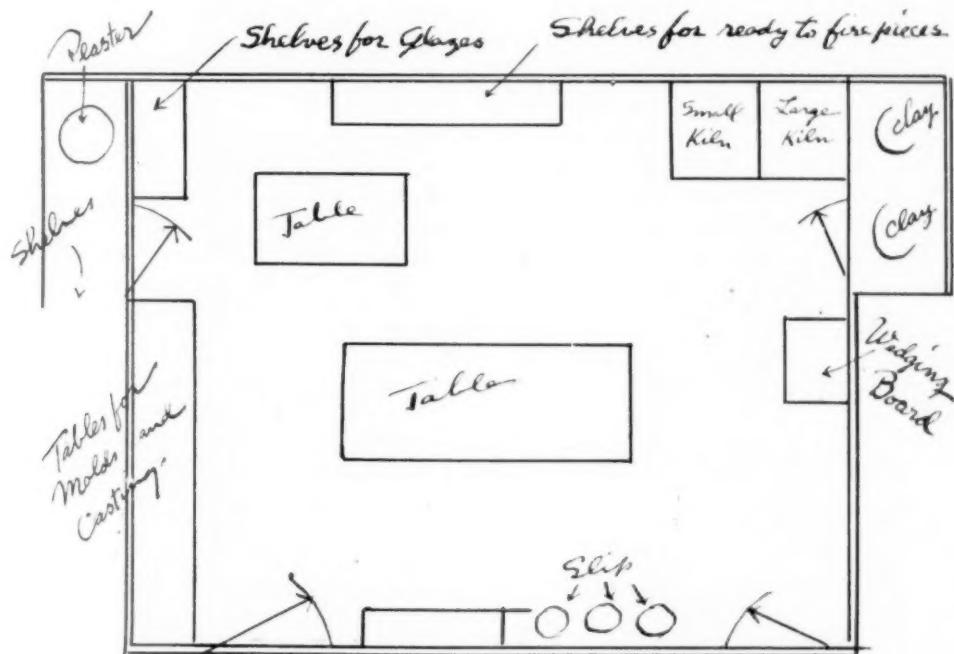
more than a hundred pieces had been made and fired.

The volunteers had not planned to teach. This room was to be just a place to work and share ideas, and to keep materials supplied at cost; but so many eager craftsmen-to-be had so many questions that we found ourselves teaching at a desperate rate. Soon each one who had learned a bit was helping a new one and the group became soundly constructive.

In encouraging the individuals to visualize the finished product, each was asked if he wished to make a small or large piece. One pound of clay will make a slab about 8 by 10 by $\frac{1}{4}$ inches. After estimating the size of the project, each one weighed his own clay; wrote a sales slip with date, name, and cost carefully noted; and put the money in a designated container.

We suggest having at hand white and red modeling clay and white slip (liquid clay). Buy moist modeling clay by the hundred pounds and sell it by the pound. Buy slip in five-gallon containers and sell it by pint or quart. Red clay, both modeling and slip, is resistant to thermal shock and can be used for cooking dishes, especially if glazed on only the inside. It is wise to use leadless glaze for this.

Those who wish to organize and direct ceramics in a craft room can gain much from the following books:



tal now for equipment was \$497.50, and we needed all of it. One committee member advanced \$100 to be returned slowly in the form of materials used; so the total amount available was about \$600.

On the first day, March 15, twenty-six people enrolled and each one made something. By the last week in April, fifty-five people were busily potting. On May 15-17 the group took part in the community's first Art, Craft and Hobby Show with a creditable exhibition. In two months,

How To Make Pottery And Other Ceramic Ware—Muriel P. Turoff.

Pottery—Its Craftsmanship and Appreciation—E. de Forest Curtis.

Practical Pottery—R. Horace Jenkins.

Pottery Made Easy—J. W. Dougherty.

Simplified Ceramic Art—Jane Griffith Pottery House.

Our curriculum now offers a wide range of processes from start to completion of the product. After all the proc-

esses are complete, the pieces are measured (height by width by depth) and charges figured at one cent per cubic inch, which pays for glaze, firing and instruction all at one time.

Our first session ran from March 15 to May 18, and the summer session from June 15 to August 15. When the summer budget was planned, the recreation commission allotted money for a paid staff member (twenty hours a week at \$1.00 an hour) for the craft room. The committee had found it would strengthen the program to have one responsible member who could be present at all the sessions to coordinate the planning, buying, firing the kilns, and collecting and keeping accounts.

At the beginning of the summer program, the craft group took one more forward step: equipping the metal working room. The ceramics had built up a small cash balance that could be used to buy the equipment.

The metal room opened June 21 and a number of enameled copper ash trays, hammered copper dishes, acid bite monograms and hammered silver pieces were made. The summer exhibition of ceramics and metal work was on display in the window of a local store for ten days and attracted favorable attention from the community. A hundred pieces were selected for the show.

On the walls of our craft room we have posted this guide:

Rules and Regulations

1. This craft center is a place to be used by responsible people who like to do creative work with their hands.
2. No previous training is necessary, but craftsmen and artists with training are welcome to use tools and equipment and should be willing to share their knowledge and skill with those who have had no previous training.
3. Supplies purchased from the center, and cubic inches of space used in the firing of kilns must be paid for when ordered.

4. Each craftsman will be held responsible for leaving the place as clean or cleaner than he found it.

5. Clean-up period will begin thirty minutes before closing time.

6. Each member will regard with respect the objects made by fellow workers, especially those marked "Do not touch!"

7. Any financial gains of the craft center shall be used to maintain present equipment and provide additional equipment as needed.

In addition to books on crafts offered by the Concord Library, one worker has placed in the craft room her books, and also a file of *Ceramic Age* magazine for five years and *Popular Ceramics* for one year.

Our craft rooms are open to all who wish to work in the mediums we offer. Invitations are given repeatedly through the local newspaper and by craftsmen themselves.

Please be assured that a craft room does not have to be as elaborate as ours to be successful. A bag of clay, a few sticks, a little glaze and a home-made kiln, can produce good results. Detailed plans for a 9- by 9- by 12½-inch kiln costing less than \$10 are given in Muriel Turoff's book *How to Make Pottery*. A kiln kit can be bought for less than \$50. For the metal working room, one saw, a pair of snips, and two pairs of pliers can produce good jewelry and flat silver without solder. A small blowtorch can be added later.

None of us will say it is easy to set up a craft room; but we can tell you that, for people who wish to create something, there is nothing more full of meaning. We have made new friendships and we have seen new facets in old acquaintances. The philosophy we develop when disappointment must be accepted and a new start made braces us for more serious demands, and the delights the craftsmen share when something turns out well are memorable.

RECREATION LEADERSHIP TRAINING COURSES

Short-term training opportunities during the fall and early winter are presented here:

<u>Date</u>	<u>Location</u>	<u>For Further Information</u>
October 12-21	Black Hills Recreation Leaders Laboratory, Nemo, South Dakota	Miss Mary Frances Lyle, Assistant in Club Work, College Station, South Dakota
November (date not determined)	Workshop for Recreation Leaders in Religious Organizations, Spring Mill State Park, Indiana	Mr. Robert W. Tully, School of Health, Physical Education, and Recreation, Indiana University, Bloomington, Indiana
December 27-January 3, 1954	Christmans Country Dance School, Berea College, Berea, Kentucky	Mr. Frank H. Smith, Box 1826, Berea College, Berea, Kentucky

All those who wish to have their workshops, institutes, and conferences included should send the information to NRA Personnel Service by the dates indicated:

January, February and March programs will be listed in December—information should reach us by October 15. April, May and June will be listed in March—deadline for information is January 15. July, August and September will be listed in June—deadline for information is April 15. October, November and December will be listed in September—deadline for information is July 15.

SPORTS

MOTIVATION



From a talk given at the Pacific-Southwest District Recreation Conference, Long Beach, California.

William F. Keller

TOO OFTEN, we in municipal sports are accused of "promoting and over-expanding our athletic programs for selfish and bureaucratic justification." The word *promotion* has long been associated with unsavory connotations. Therefore, I prefer to use the word *motivation* instead of *promotion*. For to motivate is defined "to create incentive, cause motion." As leaders, supervisors and administrators, that is just what we do every day. We put sports activities into action.

I wonder if the time has not arrived when we no longer need to use high pressure methods in selling a philosophy or a program of sports participation to the youth and adults of this nation. Today, we are recognized as men of a profes-

Instructors, equipment, time and place are all lined up for scheduled meeting of the Ottawa Playground Hockey School.



sion. We sit at the same table and break bread with respected government officials, attorneys, engineers, medical doctors, military officers, and educators.

I am suggesting a basic formula, prescribing the fundamental elements which, in the long run, if followed in minute detail, may contribute to the success of a particular sports activity or program. This prescription may well be applied to any recreation activity.

Publicity: Before we can get any activity rolling, we must get the word to Mr. Citizen. We must assume that he knows nothing of the activity—what the game is, how it is played, when and where it can be played, what equipment is necessary, how much it costs and who plays.

The avenues by which this information can be best disseminated will be listed later. Getting the word to citizens must be planned well in advance, presented while "hot" and, above all, must be constant.

Preview: To arouse interest, it is well to devote considerable attention to the "preview." An exhibition can be colorful, stimulating, and interesting; or it can be just plain dull and monotonous. Often, the outstanding perfection of technique and skill of a champion may discourage, rather than encourage, participation. There also is the moral conduct of a champion to consider. Is he or she an honest, clean sportsman, or a poor sportsman, poor loser? In introducing a new sport, do not hesitate to explain scoring, some rules and regulations. Point out outstanding plays, shots or skills.

Demonstration: We should provide a demonstration by well-known coaches or experts; they need not be the stars or champs. During the demonstration session, we should go into more detail as to various techniques, strategy, posi-

MR. WILLIAM F. KELLER is assistant director of the Park and Recreation Department, Burbank, Calif.

tion, skills or tricks of the trade. Sometimes it is well to have a coach or past star handle the microphone, explain the action and form of the contestants. A good gimmick often employed is to take someone from the crowd who has never seen or played the game before, and have the star or coach give the person a few personal pointers. A sports director can secure excellent instruction films, or movies, of an outstanding game, contest or tournament from sporting goods dealers, local sports clubs or the Athletic Institute in Chicago. These can be shown, with a narrator, prior to the demonstration. Be sure to invite the press, park and recreation board members, potential officials and local old-time stars or champs. The local former stars many times can make or break a new activity or program.

Instruction (Individual): We should have a well-planned clinic, school or scheduled class organized, with instructors, equipment, time and place all lined up. The length and frequency of the classes, naturally, depend upon the activity. Schedule classes at a time most convenient to the greatest possible number of participants. It might be well to run two clinics at different times, or on different days. Stress individual attention and instruction; and never hesitate to

This system also affords complete control over the officials. However, contracts between departments and official associations have often operated quite successfully. Too much stress cannot be placed on the quality of officiating. Officials can give a sports administrator more headaches than any player, team, league or association, park board, or city council. In most sports, one can find a national association of officials and can secure rule books, qualification standards and written examinations. The securing and training of officials should be done concurrently with preceding elements.

Teams and Leagues: Formation and classification of teams, and organization of teams into leagues, are important procedures. Usually, teams pick their own personnel, but it may be necessary for the sports administrator to assist team managers in this. It is well to keep the teams as balanced as possible. A system of player registration, player contracts, rules insuring that a player will participate, rules prohibiting teams from "loading up" and protection of sponsors against loss of equipment are items requiring consideration. All sports administrators should concentrate on providing a more complete understanding with the spon-

Avenues of Motivation (Public Information)

1. **Newspapers:** Supply sports editors and writers with material, *personals* invitations to tournaments, dinners and special events.
2. **News service:** Send human interest stories, pictures, names, daily games results, schedules, and tournaments to the newspaper office in *plenty of time prior to deadline*. Send special articles to magazines.
3. **Photographs:** Send pictures of teams, champions and action shots to newspapers, magazines, park bulletin boards.
4. **Radio:** Give sports announcers information on new and special activities, tournaments, weekly schedules.
5. **Television:** Sports announcements and periodic televised programs.
6. **Motion pictures:** Department action movies, instruction movies, championship and Olympic movies can be shown as part of clinics or entertainment programs.
7. **Handbills and leaflets:** Send to service and fraternal clubs, veterans' organizations, PTA's, and other youth serving organizations; also distribute via utility bills.
8. **Letterheads and envelopes with department insignia.**
9. **Posters:** Use on park and plant bulletin boards and in sporting goods stores.
10. **Direct Mail:** Send monthly bulletins to newspapers, organizations, employee recreation clubs.
11. **Postal cards:** Use for announcements of tournaments, schedules and special events. Cartoons attract attention.
12. **Programs:** May be printed and sold at games.
13. **Sports division booklets and rule books.**
14. **School Media:** Papers, bulletin boards and coaches.
15. **Activity and annual reports:** Send to newspapers, magazines, interested groups, members of park and recreation board, council, city manager.
16. **Miscellaneous:** Tickets, book tickets, complimentary tickets, gate prizes, bumper cards, public transportation and taxi show cards.
17. **Others:** Exhibitions, clinics, sports movies, annual sports show or award dinner, father and son nights, duffer leagues, window displays, film announcements at local movie houses, and announcements at teen-age dances.

adapt the rules to your facilities or to the abilities of the participants. In most instances, the department may find it advantageous to provide all the equipment.

Officials: Officials are most important to the success of any sports program, and every sports division should be capable of selecting and training them. A contact with various official associations will usually provide you with qualified officials; however, the sports administrator must recognize poor officiating. By training its own officials the department makes sure that they are well-versed in the rules of the game and in the general policies of the department.

sors on the operation of the leagues. We have found that a pre-league practice round, with each team playing three games, usually enables us to do a pretty good job of classification and gives us a good opportunity to train, grade and select our officials. Pre-league or pre-season tournaments are less effective; tournaments should end, not start, a season. Six-team leagues playing three rounds with a run-off between the winners of each round will prove most satisfactory. Personally, I believe we are hurting a sport when we extend our play the year round. Such a policy creates individual sport specialists and sport illiterates, which is con-

trary to the philosophy and objectives of a balanced recreation program.

Sports Association Committees: The sports administrator should look around for good sport has-beens to head up the protest committee, officials committee, tournament committee, banquet committee and other committees that a local situation might demand. However, the administrator should be very careful not to create a machine where, ultimately, the tail might wag the dog.

Championship Contests and Tournaments: Championship contests, or tournaments, are most essential to the motivation of any sports program, but, I wonder if we have not been guilty of placing too much emphasis upon them. We must have champions; however, haven't we gone a little overboard with our open tournaments, our invitational tournaments, our double eliminations and last, but not least, good old Shaunnessy? We have, in most cases, already determined our league champs and now we come up with another champ. Personally, I'll always be satisfied with league champions and a city champ. Excessive tournaments are costly and require too much in time, facilities, and personnel.

Records and Standards: Individual and team records, standings, and averages must be maintained, for while the

sports staffs have to burn midnight oil, and maybe miss church on Sunday, such information provides interest to the individual participant and, most of all, to local radio and television announcers and sports writers. This information should be placed on bulletin boards and posted on the courts, ball fields, swimming pools, casting pools, archery ranges, tennis, basketball, volleyball and horseshoe courts. Such information, mimeographed and sent to industries and sponsors will maintain interest and increase attendance, especially at crucial games. At the start of league play, have 8- by 10-inch pictures taken of every team. Display these pictures by leagues—and you have your pictures ready when the championship play-offs roll around.

Recognition: No sports program is complete without some instrument whereby appropriate recognition is extended, not only for championships, but for sportsmanship and outstanding officiating, the assistance of the press, the volunteers, the sponsors, the association or club which has backed your programs, and the committees who handled the "hot potato" protests, finances, tickets, and so on, the members of your staff who have unselfishly and loyally contributed many hours beyond those paid for, and last, but very important, the city fathers who allotted the money which made possible your program.

National Conference on Sports Competition

The National Conference on Program Planning in Games and Sports for Boys and Girls of Elementary School Age was held in Washington, May 25 and 26, 1953, after our last spring issue of RECREATION was off the press. Its purpose was: to discuss programs and principles of competition; to determine the extent of agreement among the various groups as to the correct program; and to ascertain what areas should be explored to solve some of the existing problems. Group representatives on the steering committee were: Mrs. Rollin Brown, National Congress of Parents and Teachers; Dr. Ray O. Duncan, American Association for Health, Physical Education, and Recreation; Dr. Robert W. Eaves, Department of Elementary School Principals; Mr. F. S. Mathewson, American Recreation Society; Mr. Simon A. McNeeley, Society of State Directors of Health, Physical Education, and Recreation; Mr. Arthur Williams, National Recreation Association. In addition to educational and medical representatives, spokesmen for Little League Baseball, Pop Warner Foundation Football and Biddy Basketball also sat in on the informal meetings.

This two-day conference is significant in that it marks, for the first time, the meeting of professional education, medical, and recreation leaders representing almost all organizations serving the child, with leaders of organizations which promote highly competitive activities for children of elementary school age. These leaders assembled with a feeling of good will and friendliness, and approached the problem

of establishing desirable practices of competition for children in an objective manner. Except for one instance there was complete absence of emotionalism.

The conference report presents the following broad principles, or criteria, to be used as a basis for planning programs for boys and girls of elementary school age:

1. Programs of games and sports should be based on the developmental level of children. Boxing, tackle football, ice hockey and other similar body contact sports should not be included in any competitive program for children twelve and under. (One dissenting vote)
2. These programs should provide a variety of activities for all children throughout the year.
3. Competition is inherent in the growth and development of the child and, depending upon a variety of factors, will be harmful or beneficial to the individual.
4. Adequate competitive programs organized on neighborhood and community levels will meet the needs of these children. State, regional and national tournaments, bowl, charity and exhibition games are not recommended for these age groups. (Three negative votes—two because it is not strong enough and one not agreeing)
5. Education and recreation authorities and other community youth serving agencies have a definite responsibility for the development of adequate neighborhood and community programs of games and sports and to provide competent leadership for them.



PITT THE DRAGON gleefully eyes the huge crowds as he slithers down main street. Children forget all about "trick or treat" as they watch him grunting, groaning, spouting steam, flapping wings, blinking his eyes and gently wagging his tail.

PITT

-the
Halloween
Dragon



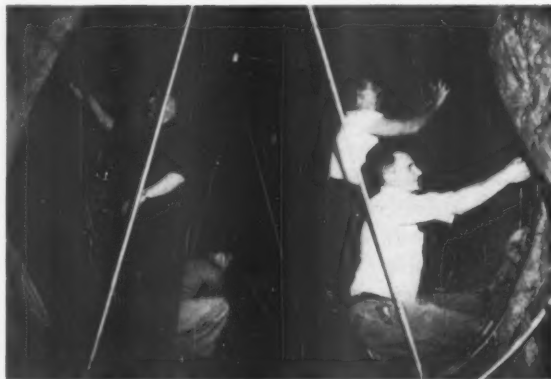
THE DRAGONOLOGY COMMITTEE holds first meeting. Vin Hebert, superintendent of parks and recreation in Pittsfield, points to the black and white idea for Pitt.



ADVANCE PUBLICITY PICTURE, which was used to build suspense, shows the curator of the local museum measuring a strange, giant footprint in one of the city's parks. This stunt created great furore. See story.



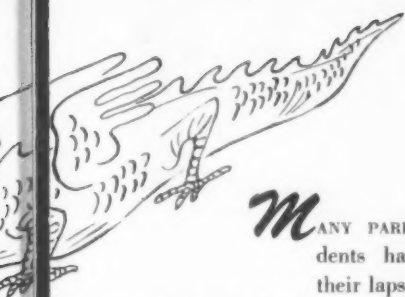
A FLICK OF THE FINGER will work the dragon's gigantic wings. Welding is important part of construction.



SOMETHING'S BEGINNING to take shape. This group is working with some chicken wire found outside the plant.



PAINTING portion of 200



MANY PARKS and recreation superintendents have opportunities dropped in their laps, but few ever reach the dimensions which grew out of Vin Hebert's situation in Pittsfield, Massachusetts.

One day, early in October, when Vin was brushing up old ideas and rounding up a few new ones for the city-wide Halloween celebration which was coming along, he had a visit from a couple of friends. They were from the General Electric Company's Transformer Division, located in Pittsfield, and were anxious to do something for the "kids" on Halloween.

Such an attitude was most appreciated, but when the matter of putting a General Electric sign on the project was proposed, Vin had to think fast—as no floats, posters, or projects are allowed to have a commercial tinge. It was finally agreed that a dragon could be made and placed as

A community-wide project produces a dragon made out of scrap on off-duty time.

a centerpiece in the middle of Pittsfield's beautiful Park Square, where a sign and the story of the dragon could be projected on a screen.

A few days later, however, Vin was called to the General Electric Plant, where the dragon idea had got into the minds of a few more of the company's human dynamo's, and the plans evolved from a centerpiece to a huge, mobile, life-like creature which would travel the entire route of the Halloween parade.

And what a monster! One hundred and fifty feet long, fourteen feet high and sixteen feet wide at the wings!

Immediately, the "slide rule gang" got out their figuring gadgets, the workers organized into teams; and management joined labor as they geared for a production which the entire population of Pittsfield would appreciate. While sweepers handed tools to vice-presidents, and ideas were swapped with stories, all shared in the enjoyment of doing



NG CREW, absorbed in their work, are but a small of 200 employees working on dragon in spare time.



THE TAIL of the dragon is an important part of the big story—the part that throws everybody into stitches. Well, never mind!

MILES OF RIBBING, or so it seems from this angle. Volunteers do spray painting to get "lifelike" effect.



something for local youngsters. The park and recreation department staff, meanwhile, was busy preparing for the very special Halloween visitor.

First, the magnificent creature of the drawing board must have a name. What could be a better one than Pitt, because surely the place of its birth was to be Pittsfield . . . and how easily it could lend itself to the new Halloween legend of how Pittsfield got its name.

**DEPARTMENT OF PARKS AND RECREATION
Radio Release**

Early Talk of Monsters Sends Parks and Recreation Superintendent on Research Study

Vin Hebert, superintendent of Parks and Recreation Department, reported today that his Halloween records show conclusively that many years ago the earth was visited by a tremendous dragon named Pitt, who had a reputation for being the kindest, gentlest dragon that ever blew a flame.

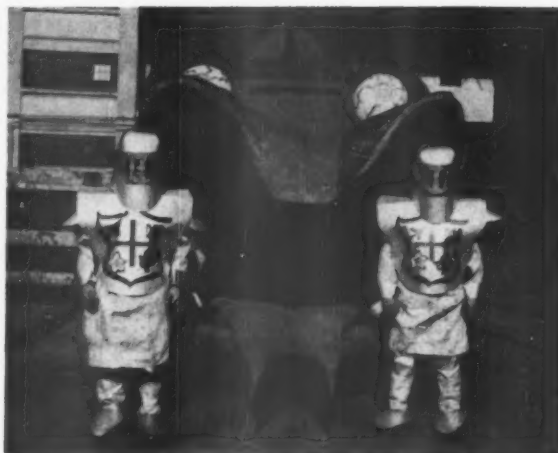
In fact, Pitt's mother had to be cross with him on several occasions for being late to dinner because he was playing with the cavemen's little children. It seems that Pitt, who was as tall as the trees, used to lift the children up on his back where they could see for miles around and, after taking them for a ride around the country on his big back, would let them slide down his side in much the same fashion as the children of today do on the playground slides.

Mr. Hebert stated that the Department of Parks and Recreation would be more than pleased to have a visit from Pitt, the kindly dragon, and he felt sure that Pitt's field—or the place where the dragon might choose to roam—would be an attraction to children for miles around because Pitt was so gentle, kind and harmless.

After naming the dragon-to-be, the next step was to create suspense without revealing too much. A picture was staged at one of the larger parks, in which the curator of the local museum was shown measuring a tremendously large footprint with a yardstick, and a catchy by-line was prepared to go along with an appropriate story.

Three more publicity build-up stories: the neighboring lakes were to rise a few inches sometime between 2:00 and 3:00 A.M. and according to a roving policeman's report a monster was supposed to be taking a bath at that time; a building was to be brushed about fourteen feet high, with the release of some strange tales concerning what made the marks on the wall; and other footprints were to appear throughout the city on routes which would be traveled by the children on their way to school.

Unfortunately, the fame of the local museum's curator, who posed in the picture, was such that the authenticity of the giant footprint took on Orson Wells proportions and the Police Department—with reluctance and in a very sad manner—informed the Department of Parks and Recreation that steps must be taken immediately to calm some of



KNIGHTS IN ARMOR form the colorful guard of honor as Pitt slowly and sedately sets forth on the friendly journey which wins him the admiration of all the onlookers.

the anxiety which had registered so forcefully on their telephones. Thus, plans had to be altered somewhat in order to maintain pleasant relationships which are so vital for the fifty-two weeks following Halloween.

While observing the men of General Electric in the construction of Pitt the Dragon, it would be hard to find words and phrases which would properly express the feeling of

Dragonology

Over-all length	149 feet
Over-all height	14 feet
Over-all width (claw to claw)	16 feet
Body height	10 feet
Body width	8 feet
Wing length	24 feet
Tongue length	13 feet

He moves in a weaving motion like a snake, opens and closes his lower jaw and flaps his wings as his gigantic legs take huge strides. His eyes light up and cast direct beams that focus on the crowd while fumes pour from his nostrils.

good will which existed so abundantly wherever people assembled to work on the dragon. Moreover, to witness the expressions on the faces of thousands of parents, and their youngsters who were out of mischief while out for a night of Halloween fun, was a sight which will never be forgotten. What with moving jaws, nostrils spouting smoke (CO₂), spot-lighted eyes, sound effects, three-ton wings going up and down, and four gigantic legs seeming to propel the "kind and gentle beast," how could one forget!

Program and the Community School

Joseph E. Curtis

THE COMMUNITY SCHOOL, or the combined school-recreation center, has been the subject of a great deal of writing and research during recent years. This research has stressed the importance of jointly planned land procurement and development, and building design, aimed toward providing facilities suitable for joint use by both education and recreation agencies. This idea of joint facility planning is thoroughly sound. It provides facilities which are better designed and equipped than those of the past, and it provides these better facilities at less expense than if they were built as entirely separate recreation and education units.

There is, however, another equally important factor in the concept of the community school which has not been stressed or developed sufficiently. This other factor is the jointly planned *program* of recreation-education sports and leisure-time activities. Without a permanent arrangement for careful planning and close cooperation between education and recreation agencies using the same facilities, the finest designed plant can become the scene of squabbling, conflict and confusion, as far as program operation is concerned. In most instances where school facilities are used jointly by education and recreation, a large percentage of the children and youths take part in the programs of both agencies. That is, they attend the school during school hours, taking part in intramurals, physical education and extracurricular activities; and they also participate in the recreation program utilizing the same school facilities after school hours, during evenings and on Saturdays. When this seemingly obvious fact is ignored and the two programs do not dovetail, the boys and girls become confused and often lose interest in both programs. For example, during this past fall season, one recreation department opened a

touch football program for boys on a local junior high school field. Interest was only mild and attendance lagged. It was only after two discouraging weeks that the disinterested attitude was explained. The physical education department of the same school was promoting intramural soccer on a large scale at that very time, having announced to the gym classes that their "own" touch football program would begin several weeks later. Pre-season joint planning and "dovetailing" could have avoided this conflict, and would undoubtedly have increased interest and attendance all around.

To make this cooperative plan work, it is required at the outset that both the recreation and education agencies involved sacrifice some of their autonomy and independence in curriculum and program planning, and work together toward a compromise program, adaptable to both. It is recommended that meetings be scheduled semiannually between representatives of both the recreation and education departments for the purpose of formulating coordinated activity programs. These meetings might be held in June for the coming fall and winter programs, and in January for the coming spring. All sports and activities in which both departments or agencies might be concerned would be discussed at these meetings and a coordinated schedule or program could be set up. Sports and leisure-time activities common to both agencies would constitute the mainstays of such a program and these should be scheduled so that they complement each other. For example, the teaching of basketball fundamentals ought to begin in school a few weeks in advance of the opening of basketball team organization and league play by the recreation agency. When an activity or sport is to be included in only one of the two agency programs, an effort should be made to schedule this activity so that it will not compete with the program of the other department or agency. This may, in some cases, mean a fairly simple joint program in the beginning, but this should not

MR. JOSEPH E. CURTIS, the author, is area supervisor for the Baltimore County Board of Recreation in Maryland.

prove a deterrent. A simple, but well-coordinated program of school-recreation activities is far more effective than two complex, separate programs which frequently hamper each other through conflicts or duplication of effort. An example of an informal approach to this cooperation may be seen in the following. Recently, a community recreation group was planning an extensive Halloween window painting contest. Ordinarily, the community and the local merchants would handle all arrangements, including registration of teams, judging, and so on. This time, however, a slightly different approach was attempted. The art teachers in all four local high schools were approached and asked to handle the project in each of their respective schools. Each art teacher served as the contest representative in her school, announcing the contest and rules, suggesting themes and ideas, distributing and collecting entry blanks and carrying on the other necessary details. When the contest took place, the number of participants was far greater than anticipated and the quality of work was excellent. One of the art teachers remarked later that this was the first time she had ever been brought actively into such a community project. "Ordinarily," she said, "we hear of such contests and art shows through the students. Community groups contact the children and rarely ask our opinions when plans are being drawn up."

Physical education, of course, offers the greatest opportunities for joint education-recreation planning. The extensive sports programs operated by most public recreation agencies often run parallel to the intramural and varsity programs of the local schools. Working together, the school and the recreation department can make great strides in the teaching and development of basic skill techniques which are so important physically and mentally to growing youth. The school is best equipped to teach the skills used in sports and leisure-time activities. Recreation is best equipped to provide a pleasurable program framework within which the individual can, voluntarily, use and develop those basic skills learned in school. Attendance at school is compulsory; hence it provides the better teaching or training situation. Participation in recreation is voluntary and provides greater opportunities for the exercising of new skills, not only in physical education but in all forms of leisure-time pursuits. This does not imply that recreation should take over the running of intramural and varsity sports, or that the school go no further than teaching only basic skill techniques. It does imply that both education and recreation are, to an extent, specialties, and that by improving their respective specialties while working together, they can produce a much more effective over-all program of skill teaching and development in their students and participants.

Another important reason for the jointly planned program is the economy involved. For example, the same type of equipment and supplies are purchased simultaneously by both education and recreation. Step into any large school gymnasium during daytime gym class or team practice and you'll probably see four or five basketballs in use. Visit that same gymnasium during evening recreation programs and chances are you'll see four or five different, recreation-

purchased, basketballs in play or practice. When both sets of balls are being purchased with public funds, duplication is wasteful. Such equipment should be purchased and used jointly. Additional economies would include: reduced expenditures for heating and lighting school buildings, overtime payments to janitorial help and extra leadership personnel.

Alert citizen groups are becoming increasingly interested in the advantages connected with this joint programming by education and recreation. Herein lies a point on which education, in general, has not been as progressive as it might be. Community use of the schools is increasing, not merely because recreation agencies have encouraged the idea, but because of genuine popular demand. The people are taking closer looks at their schools and facilities, and they feel more possessive of these plants than ever before. Education, for the most part, is cooperating by opening gymnasiums, clubrooms, workshops, and so on, so that community groups may use them. Too often, however, here is where the cooperation begins and ends. Little apparent interest is shown in the planning of the recreation program or in its problems and accomplishments. School authorities frequently appear to view the school-recreation program as a "Johnnie-come-lately," or as an uninvited foster child thrust into education's home. Community groups participating in school-recreation programs sense and resent this attitude and are increasingly favoring more recreational use of our newer school plants.

"School grounds and gyms are being more extensively used for recreation activities. . . . The added burden on school budgets is insignificant compared with the benefits derived and the gain in community good will. . . . There is every evidence that it will be increasingly difficult to procure the funds necessary for increased teachers' salaries, and for the additional teachers, school buildings and equipment necessary to provide educational facilities for a greatly increased school population certain to be enrolled in public schools at least throughout the late fifties and the sixties. The need for greatly extended and more effective public relations efforts is clearly indicated."^{*}

Education and recreation leaders, heeding this rising tide of popular feeling, should plan jointly so as to dovetail on such basic items as time schedules, purchase of equipment, number, age and sex of participants, and responsibility for maintenance where school buildings are being used by both departments. Thus, over-all effectiveness of both departments will be increased, sizable economies will be realized and the progressive thinking of both public agencies will be evident to citizens using the school facilities.

An important phase of the groundwork for effective joint program planning must be a complete revamping of our concept of the function of the school in the community. Many of the stock ideas need replacing by newer, sounder concepts. Teachers and recreation leaders must study and appreciate the problems of each other and act accordingly. In those cases where school teachers serve also as part-time

^{*} Douglass and Grieder, *American Public Education* (New York: Ronald Press Company, 1948), pp. 538-9.

recreation leaders, this step should not be difficult. However, the thinking must reach top level as well, for here the gap between the departments can best be narrowed.

Some specific examples of program activities in which both education and recreation can cooperate effectively:

PARADES *Education*—may contribute music, bands, art work, floats, signs, dramatic skits, and costumes.

Recreation—may contribute publicity, community contacts, prizes, line of march, police contacts and permits.

SPORTS *Education*—contact with students, assembly demonstrations, skill training in gym classes, first aid, visual aids, trained personnel, and sports clinics.

Recreation—tournaments, prizes, publicity, special events, playgrounds.

DRAMATICS *Education*—English classes, experienced teachers, assembly programs, dramatics, make-up and dressmaking classes.

Recreation—dramatics clubs, theater parties, plays, workshops, visits by celebrities, playwriting contests, publicity, prizes, television and radio, teen centers and playgrounds.

ARTS AND CRAFTS *Education*—woodworking, shop, art classes, instruction, trained personnel, school displays, teachers with special interests.

Recreation—community displays, art shows, contests, prizes, publicity, trips to other locations, hobby and craft clubs, community art and craft shows, playgrounds.

The list is almost unlimited and could include such additional activities as concerts, socials, playground activities, and activities of many other types.

The community whose school buildings and grounds represent the result of joint planning by local education and recreation departments is fortunate indeed. Now, let that community put its school-recreation plant to the most effective and economical use possible by instituting the other equally important factor, the jointly planned program of education-recreation sports and leisure-time activities.

HOSPITAL RECREATION

Bertha Carlson

Hospital recreation is relatively new. While "cheering the sick" has been in vogue for many many years, especially in hospitals and institutions, it was only during the recent war that techniques and principles were developed to give this program meaning within a medical setting.

Recreation for the sick and injured is an important adjunct to medical care and treatment. Experiences during the recent war proved that patients in military hospitals recuperated much more rapidly when they participated in reconditioning and rehabilitation programs provided by the Army and Navy, and in the recreation programs of the American Red Cross.

Recreation in civilian hospitals has been largely confined to those installations treating the crippled, the tubercular, the mentally ill, and children. Only recently has the general hospital sought to initiate the program for their patients. The exhaustive study completed by the Social Service Department at the University of Michigan Hospital indicates the value of recreation in a civilian hospital:

Sickness enters the life of the individual at some point to require often a complete re-evaluation of objectives, interests, and attainments and relationships. The student who seizes this opportunity to study and learn realities has added tools to his equipment which may not only be satisfying and time consuming but valuable in application to other fields. As the disability and isolation of illness lengthens, the need for purposeful activity increases. Patients must be given opportunity to keep or regain confidence in themselves, to find something, whatever their illness may be, which they can do well since it is out of such confidence that healthful attitudes are maintained and personality growth takes place.

As greater emphasis is placed on postwar rehabilitation,

for both military and civilian casualties, it is important to consider the relationship of recreation to the complete social rehabilitation of the handicapped.

Therapy—Recreation must be related to treatment and care of the patient and recovery or progress. However, recreation as defined here should not be confused with therapy. Therapy is specialized treatment prescribed by the medical profession in the same sense as medicine and diet. The distinction between therapy and recreation is often difficult for the lay person to grasp, especially when end results of both appear to have therapeutic value. The therapist works with patients, referred by medical staff, whose needs and treatment have been carefully defined and noted. Although the therapist may utilize recreational activities as a medium for treatment, participation is enforced or encouraged to the extent that it becomes involuntary and thus, not recreation. True recreation implies voluntary participation with choice and selection of activities. The nature of the participation determines to a great extent whether the program is recreation or therapy.

Rehabilitation—The term rehabilitation as used here refers to an over-all program, with recreation as one part. Rehabilitation promotes both physical and mental reconditioning activities which aid the individual in becoming independent—physically, mentally, and economically. In this plan recreation is more than an activity; it is a dynamic force, integrating desires and achievements into socially useful living.

Excerpted from "Recreation as an Educational Adjunct in the Care and Treatment of the Handicapped," a thesis, School of Education, George Washington University, for the degree of Master of Arts in Education.



Kari Hunt

MASK MAKING

— *A Project in Education and Recreation*

IN PLANNING a mask project for school children, program chairmen can call upon the cooperation of the art department in doing historical research and design, making scenery, costumes, posters, and playbills; vocational classes in woodwork can build the stage; the electrical shop can do lighting and sound effects; the English department can write the scripts for mask pantomimes, to be spoken off stage; history, geography and literature departments can find themes; dramatics can direct the mask pantomimes; music may provide the desired background. Mask making is especially important in the elementary grades. It gives the children a creative experience in art and in drama. The mask can introduce very young children to museums and libraries. The teachers or educational workers can take small groups of children to the city museums. Here they can see authentic masks and view special films on masks. In playgrounds, in parks, and in settlement houses, mask making could be a creative activity popular with young and old alike. A pantomime theatre group working with masks could be helpful in traveling to entertain camps, USO's, hospitalized soldiers, polio victims, cerebral palsy children and the many underprivileged and other handicapped children or adults.

"Oh, I'm scared of masks," say most children; or, "I know what masks are," say others. Of course the types of masks with which the children are familiar are the Halloween face, the black bandit's mask, a rubber mask, a mardi gras head mask, a gas, firefighter, or hospital gauze mask. The average child, or most of us for that matter, has no knowledge of the meaning or the history of the mask. We don't learn about it in text books. We get little of it from clay modeling classes. It has been my good fortune, however, to travel and to collect masks, and to open up a new field in the ancient art of mask making. Sometime ago I became a member of the Archaeological Institute of America and became extremely interested in reviving the old Greek, Roman, and commedia dell'arte or Italian masks, that were worn in the theatrical productions of the times.

MRS. HUNT is a lecturer and archaeologist. She owns many ancient and "famous-people" masks which she has exhibited widely—and has appeared with them on all TV networks.



Mrs. Hunt helps daughter Karen try on the cocker half mask.

Origin of Masks

What's a mask? It is far more than a protective covering for the face. Masks were worn by the Cro-Magnon race more than 30,000 years ago. Evidences of this are seen in pictures scratched on the walls of the caves in the Pyrenees mountains in southern France. The cave men, it is believed, put on the mask-heads of animals to frighten away animals from the mouths of their caves. Masks and mask makers were very popular in the fifth century in Rome and in Greece. Tragedy, comedy and satirical masks were made and worn by actors. Early masks were crudely fashioned of linen; others were made of a mixture of leaves, smeared with oil. Even today in Bali, Java, Japan, China, Tibet, Africa, Mexico, in the South Pacific Islands, masks are worn in dances, in religious ceremonials, to drive out evil spirits, to promote the growth of crops, and to ward off disease and sickness.

The purposes of masks are to protect, to disguise, to conceal, and to imitate. I have had thrilling experiences with masks. My daughter, now seven, and I have spent some time on an Iroquois Indian reservation. We visited bark houses, wore carved wooden "false-face" society masks. I had been working and studying masks for some time, when I came across a book called *Masks and How to Make Them* by Doane Powell. His masks were entirely different from the great W. T. Benda's theatrical masks. They were of laminated paper, and actual head masks of people. "Portrait masks," Powell called them. Some time later I met this amazing Powell, and he invited me to visit his mask studio. I did. We worked together for several years and had the time of our lives creating animal, half-masks, and masks of living people. When he died, in 1951, he left me his collection which portrayed such people as our presidents, Will Rogers, W. C. Fields, Buffalo Bill, Mark Twain, movie and stage celebrities, and all kinds of animals. Added to my own sculptured masks and ancient collected ones, this enabled me to open a mask museum on the top floor of my home. It is now visited by children, students, and people from all parts of the world.

I believe that the mask offers an exciting outlet for creative expression. You find yourself—whether working with the children, in TV, or in the theatre—drawing, designing, modeling. You learn to develop colors, caricature, and learn so much about racial types, the drama, religion, people and cultures involved in the type of mask you are doing. When I did my Tibetan demon mask, Yammantakka, I found myself learning about yaks, butter tea, lamas and their religion (Lamaism), what the people eat, how they dress, what they think! So it has been my desire to have the mask accepted as a serious medium for portraiture, taking its place with painted and sculptured portraits. Masks have universal appeal for the young child as well as the adult.

When a mask is hung on the wall, it is static. But put it on and it becomes alive. An oil portrait is only two dimensional; and a bust has all the dimensions, but lacks the illusion of life. When you come into my mask museum, reach up and put on Churchill or President Eisenhower or Joan Crawford or Gable, the mask actually seems to come to life.

Teachers and recreation leaders could help to revive this ancient art of mask making by incorporating a mask project into their programs. Just give a pound of plasticine and a

simple tool such as an orangewood stick or an ice cream stick to a child, and a few pictures of masks, or the actual mask itself, and watch him work.

A Simple Way to Make a Mask

Materials—Do not purchase the colored sticky modeling clay. Even some of the plasticines on the market are crumbly, and harden. Clays ordered from supply houses are good if the masks are to be fired in electric kilns. But if the groups want to work on an inexpensive basis, buy about twenty-five pounds of roma plasticine #2. This is about thirty cents a pound, but is soft, will never stick to the child's hands, and can be used over and over again. Let the young sculptors design any type of mask, authentic or imaginative. When finished with their modeling, they can cast.

Don't let the idea of making elaborate plaster of Paris piece molds alarm you, as leaders or teachers. Simply, buy a pint or a quart of casting rubber. It is a thick, milky liquid and will make perfect rubber casts into plaster molds without the use of heat or kilns. Very young children can cover their plasticine models with about three coats of liquid rubber. When it has dried, the rubber mold will peel right off.

Next Steps—Mix up a small batch of plaster of Paris with water; pour this mixture over the rubber mold that is still over the object to be cast. This makes the outside protective coating or thick wall. In about twenty minutes the outside shell will be hard. Have the group turn their designs over and remove the plasticine. Now they are ready to fill the rubber mold with plaster of Paris. Again mix a batch of plaster of Paris with just enough water to make a soupy mixture. Carefully pour this into the rubber mold that is held in a firm position by the previously made shell. When the cast is hardened, the instructor can cut the outside case in half, and the finished plaster cast is done.

Now comes the fun—the painting. The best way is with oils, ground in japan. A good trick is the coating of plaster casts with a thin coat of clear linoleum lacquer, which costs about seventy cents a quart. This, later on, helps the oils to adhere to the plaster. In addition to oils, any of the many colors of bronzing powders now on the market are most effective on any kind of plaster masks, and can be sprinkled directly on the sticky lacquer and then blown off. These are particularly good for Greek, Roman, or any of the South Sea type of masks. They can be decorated with bits of feathers, shells, sharks teeth (they cost a penny each at the bookstore in the American Museum of Natural History in New York). Other art groups, with kilns at their disposal, can use the good clays and have the masks fired. The results are beautiful masks in ceramic glazes of gold, platinum, bronzes, and colors. I have done many of these. But for a simple and direct method of having a mask project in sculpture, stick to the plasticine-rubber-plaster way. It



Portrait masks of actual people made from laminated paper. Mask hung on wall is static; put it on and it comes to life.

is cheaper and faster. This is the way to make a mask as a wall piece. The children like to make a gift, take something home, or hang it up. *But if they want to make masks to wear, do this:*

Masks to Wear

One of the most exciting creative experiments for adults and children is the making of a face mask to wear. To keep the project simple, do not attempt the first one with hair or ears. Just have the group design a face mask. Let it be up-to-date and timely. Collect good newspaper and magazine photos of all angles of the person's face to be done. See who is in the news. It could be a national or inter-



Drying a paper mask. Plan a mask project for program!

national figure, or an experiment showing what man of the future or on the other planets might look like. Have the group apply the moist clay or roma plasticine #2 over a base. A box or a cut-down hat form is good. So that the clay will not stick to the base, cover it with a dry piece of cloth. It takes about four pounds of clay to do a good head or face mask to wear.

Small children can use, as

a base, an old inverted tea-cup and practice on a small mask. **Step 1.** Tear, do not cut, paper into strips 3 by 6 inches. Using both the newsprint and the brown paper, soak the strips, neatly criss-crossed, in a pail of cold water for a whole day. When the paper is ready to apply, squeeze the water out. **Step 2.** You are ready to paper over the completed clay model. Use brown paper for the first layer; then alternate with the newsprint; and with a third layer of the brown paper. The reason for this is that, while you are doing the papering, you can see the areas that have been covered, and it is easier to paint the last layer if it is brown paper and not the printed paper. Keep it in mind to always have the paper wet while you are working; if not, the paper dries too fast and falls off. Now, after the first layer of brown paper has covered the mask, you are ready to smear paste to make the paper adhere to the second layer. I can here reveal a great secret in finding a good paste. So many masks have been ruined by using glue, home-made flour-and-water paste, and dime store mucilage. However, a dextrine, called tapioca dextrine—which is like mother's corn-starch powder on the kitchen shelf—when used as follows will give a creamy textured adhesive. Buy one pound of the tapioca dextrine at any high-grade food market; this will be sufficient to make twelve face masks. Now, using one-half cup of the dextrine, add it to one-half cup of boiling water; mix; when cooled smear it well into the paper on the mask. **Step 3.** When the first layer of paper is on and has adhered, do exactly the same thing with the newsprint, and then with the last layer of brown paper. Make sure that

during the papering you press the paper strips down firmly.

It may take a day or so for the mask to dry. When it is ready, lift it off the base and dig out the soft plasticine. Here is where you will find the advantage of having used the good grade of plasticine, as clay will dry and harden and be difficult for beginners to remove from the papered mask. Hold the mask up to the light; check for any bare spots; mark places for nose and eye openings.

Now the masks are ready to paint.

Beginners can use water paints; advanced students can use the finest paints, the oils ground in japan. Two coats are needed to make a good paint job. The inside of the face mask can be painted with ordinary flat wall paint. Bits of picture wire can be inserted at each side of the face mask where the ears would be, thus letting the wearer show his own ears. The wire is attached by sticking the ends to the inner edge of the last layer of the paper with a small bit of sticky plastic wood which costs but a few cents a can in the dime stores.

Groups could do a whole political, animal, movie, or celebrity array, or a series of face masks, and stage a pantomime or a short dramatic play. Good authentic records of the speeches of famous men can be rented or purchased and can be played while your "celebrities" parade across the stage. History is made with your masks.

Whether recreational groups, camps, settlement houses, workshops, schools or individual elementary children use these suggested ideas of mask making for a project of portrait masks to wear, or for replicas of Greek, Roman, or islands masks, they will have experimented with their hands; they will have gone to the museums and libraries; they will have learned more of history, the dance, theatre, and the religion of far places; and they will have found the doorway to adventure.

With wars constantly at the doors of so many countries that do use masks, it is now becoming harder to find new mask makers in the field—too much invasion, and influx of western civilizations. Even now you have to go into the most remote villages in Bali and Siam to find a few remaining mask makers.

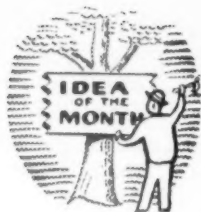
Remember: "As the eyes are supposed to be the windows to the soul, the face may be the window to a civilization." And that face may be a "mask" that can lead you into past cultures of ancient Japan, old Cambodia, Tibet, Africa, the South Seas, and anywhere that your creative and imaginative hands start working.

NOW IS THE TIME. . . . for every good neighbor to come to the aid of his community. . . .

A village, a town, a city is only as good as the people who live in it. When each man and woman, each boy and girl works at keeping his community healthy in mind, body and spirit, then he has proved himself a good citizen and his home will be a safe and happy one.



Volunteer Your Time Now to Your United Community Campaign



An Exhibition on the Value of Art Activity for Children

DOES YOUR COMMUNITY understand the value of art activity for children, and why your department tries to promote it? Perhaps an educational project is the answer. Try an exhibition, told largely through photographs. Work with the art department of the schools, your state board of education, local amateur and professional photographers, the local PTA, and other community agencies in organizing it, selecting the material to be used, and in mounting the exhibit. Work with the press, the radio, TV and any other medium of publicity in publicizing it and inviting the entire community to visit it. Make it colorful, dramatic and full of human interest. Keep it on exhibition long enough for everyone to visit it—two to four weeks perhaps.

The Museum of Modern Art in New York City sponsored such an exhibition. The general title of it was "The Human Quality in Creative Experience." The exhibit consisted of eighteen large panels of photographs of children at home, in school and at play. Explanatory captions pointed out the right and wrong ways to encourage children's creative development. Children's works in art—painting, sculpture, mobiles and design—supplemented the photographs. Recommended art materials and toys were also shown.

The first panel was headed "Look at the Child as Well as His Work," and warned that "without reference to the particular child, the work has little meaning." Paintings by children could be glimpsed through a large, eye-shaped hole next to a photograph of a child concentrating on making a picture.

Another panel, headed "We Learn About the World Through Our Fingertips," showed a selection of collages. These were made by pasting different kinds of materials—cellophane, shells, felt scraps, tinsel, wool, and so on—on a background of paper.

Still another panel, titled "We Explore Materials and Create New Forms," showed photographs of children working in three-dimensional media such as constructions and

Young artists express their interpretations of this world, paint what interests them most.



mobiles. Through a hole in this panel a selection of this type of art work could be seen, made of clay, colored straws, wires, feathers and so on. Brightly covered mobiles hung overhead.

This exhibition was, of course, extremely well-done and comprehensive. Any recreation department, however, could prepare this type of educational exhibit, modifying it in terms of size and content to meet local handicaps.

Too often we in the recreation profession publicize and promote *what* we have to offer, but assume that our communities understand *why*. We forget that before we get full support, we must have full understanding of the *values* of what we offer. Public education is a large part of our job—but a very neglected part. Educational exhibits, such as the type described in this article, will do more to create interest in and understanding of our program than all the directories, lists, maps, and newspaper stories of coming events put together.

Such an exhibition should be a combined effort. All the agencies interested in the problems of child growth, recreation and mental health should be brought into it. The work involved in preparing such an exhibit includes its planning, the collection of photographs and examples of the various types of children's art work, mounting and setting up the exhibit in the city auditorium, a museum, a library, a department store, or a recreation building, and finally, the dismounting and returning of the photographs and art work to the owners. If properly set up, no supervision of the exhibit will be necessary. If your art supervisor can be on hand at definite periods, a consultation service could be a useful addition.

After such an exhibit, be prepared for many inquiries on the part of parents as to where their youngsters can come for such classes. And be prepared to offer an art program that is creative, informal—and fun!

Nursery school children at work on playground, exercising choice between painting and clay modeling. Note sand pile.





SO YOU'RE A PROGRAM PLANNER

Perhaps you hadn't put it in just those words, but we feel safe in betting that you *are* a program planner—because practically anybody having anything to do with groups (and that's practically everybody) is, at one time or another. After all, "program" is just a term for *what people do in groups*—whether for an hour, an evening, or a year (in a classroom, clubroom, or living room)—and planning adds up to getting ready for the "doings" before they're done.

Most activities need some planning, even if it only amounts to a mental survey, some hastily jotted notes, or a telephone call or two.

But as activities, events, or programs begin to involve more than one or two people, and as the world we live in becomes more and more complex, the things to be thought of and prepared ahead of time begin to grow more numerous and complicated. This becomes doubly true when we aim for *good and better* programs as, again, almost everybody does.

The job you have as program planner is primarily one of bringing order and sequence, as well as enjoyment and fulfillment, to the activities of your group. The ease and success with which you can do this will depend a great deal upon the attitudes and skills you bring to it. Program planning is a pleasure if you have confidence and the promise of success. The attitude that you will be working *with* people,

rather than doing things *for* people, will do much to build confidence and insure success, and will enable you to share responsibilities with others. *If you have the job of planning big or little programs you will want to consider . . .*

Working With a Planning Committee

When a committee meets for the first time to work on a new problem, it helps to begin in a way which *orients* the members (a) to one another, and (b) to the common task which they have been brought together to perform. Some biographical bits from each committee member might be a good starting point, followed by a discussion built around the questions:

What are the ingredients of a good program?

What can each member of this committee (using his particular skills and experience) do to help build a good program?

After the committee works out a list of the elements of a good program, further discussion can bring out the relations between these elements and the resources of individual skills and experience available in the committee. Suppose, for example, that the committee has agreed that one element of a good program is that it deals with the needs and interests of the members. The committee might try to see this and other aims in relation to such questions as:

Which people in the groups have skills or talents that can be used in the program?

Which people are members of circles of friends within the larger organization?

Which people represent points of view on subjects of interest or controversy that should be considered in the program?

Reprinted from *Adult Leadership*, a magazine which is an experiment in leadership training. Published monthly by the Adult Association of the United States of America, at 404 North Wesley Avenue, Mount Morris, Illinois.

These suggestions, primarily designed for leaders of adult meetings or classes, present good, basic planning ideas and procedures for leaders of any groups. They are, of course, particularly adaptable to the young adult program.

Which people have contacts outside the group with which our group should be familiar?

There are several advantages, in addition to orientation, in discussing the program in relation to committee personnel. Such discussion can:

Reveal skills and interests not ordinarily associated with particular persons.

Reveal areas in which the committee may need some reinforcement.

And, perhaps most important, provide a basis on which the committee can build an agenda for *future work* and delegate responsibilities to committee members in relation to their skills and interests.

Before starting to build a program, the committee will want to consider ways and means of . . .

Determining Needs and Interest

Program committees composed of people who are well acquainted with the membership often have a great deal of information about what their groups want. Nevertheless, it is always a good idea to start with some planned procedures to determine needs and interests. First of all, guesses by a few people can often be wrong. We are all tempted to think in terms of what people ought to have rather than what they *want*. In addition, asking people what they want involves them in the planning itself and gives them a stake in its success.

There are several ways of finding out what people need and want. For general information on the current interests of people, a little informal "research" can produce some good clues. Some simple procedures are:

- (1) Watch your newspapers for a month and tabulate the subjects that receive greatest emphasis.
- (2) Talk with your librarian about what kinds of books and magazines seem to be most popular.
- (3) Exchange program announcements with other organizations like yours and see what is of interest to their members.

In determining the more specific needs of the people in

your group there are of course many more direct avenues to information. Among them are:

(1) Interviews

Each member of the program committee might take a list of five or ten members to interview by phone or face-to-face. The committee should determine beforehand what questions to ask.

(2) Informal Conversation

We added this category upon receiving a letter from Dorothy Hewitt, director of the Boston Center of Adult Education and one of the most experienced program



not for people but with people

planners in the country, which read: "It seems to me that the degree of success we experience as program planners is determined by our ability to put ourselves in the places of as many people as possible. The nearer we come to being a mirror of the inmost desires of the people around us, the nearer we come to success. I find that in just 'passing the time of day' with people I get all sorts of clues and program ideas that I should never get from directly asking them. An ever increasing ability to *listen* to what people say is one of the best sources I know for discovering what people are thinking about."

(3) A Meeting Census

Ask the members to cluster into groups of six or eight. Each cluster should choose a spokesman, then take ten minutes to list their program choices. Then each spokesman can report his list to a central secretary who compiles them into a master list. Interest can be increased by writing the list on a blackboard if one is available. (This is the "buzz group" technique which is useful for many other activities where the direct and active participation of a large group is desired.)

(4) Registration Cards

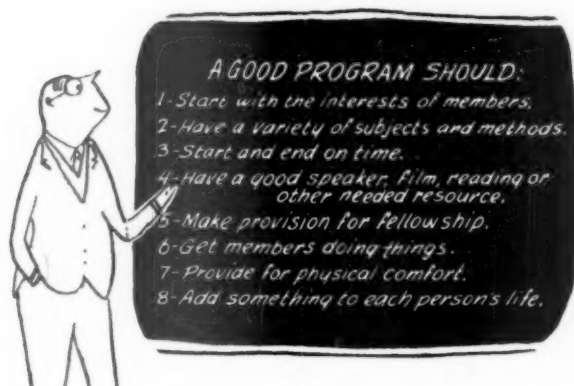
Have them filled out when people enter. Allow space for indicating background and interests.

(5) Suggestion or Question Boxes

Place them where they are accessible to all and certain to be noticed.

(6) Questionnaires

Vary their pattern according to what you wish to find



A GOOD PROGRAM SHOULD:

- 1-Start with the interests of members.
- 2-Have a variety of subjects and methods.
- 3-Start and end on time.
- 4-Have a good speaker, film, reading or other needed resource.
- 5-Make provision for fellowship.
- 6-Get members doing things.
- 7-Provide for physical comfort.
- 8-Add something to each person's life.

out. Here is a sample interest questionnaire:

The Couple's Club

From: Your Program Committee

To: All Members

Subject: *The kind of program you want to have in the coming year.*

If you would like to help us plan this year's program please fill out this questionnaire and return it *today*.

I. I am interested in:	Very Much	Some	Not at All
1. Learning more about practical psychology.
2. Developing hobbies.
3. Learning more about world affairs.
4. Doing something concrete to improve our community.
5. Improving my ability to speak.
6. Increasing my appreciation of the arts.
7. Becoming a better parent.
8.
9.
10.

II. Our group needs:			
1. A stronger treasury	.....	.....	.....
2. More members	.....	.....	.....
3. More fellowship	.....	.....	.....
4. More significant programs	.....	.....	.....
5. ....	.....	.....	.....
6. ....	.....	.....	.....

III. The 5 most important problems our community faces are:*			
1.	4.		
2.	5.		
3.			

* Put a circle around the number of the problem, if any, you think our group ought to do something about.

Signed _____ (optional)

An important step in the process of determining needs and interests is interpreting the responses that are received. It is well to keep in mind that none of these techniques can give *conclusive* evidence and that the final test always lies in trying out ideas to see how closely you have come to satisfying *real* needs and interests.

In tabulating questionnaires you might use a rating system which gives, for example, two points to a "very much" response and one point to a "some" response. It is also helpful to:

- (1) Take into consideration the extent to which the responses are representative of the total membership.
- (2) Separate the conclusions that you can be certain of, those that are only probable, and those that provide bases for good hunches only. (By no means disregard the hunches—try them out—experiment with them—but recognize that they are hunches.)
- (3) Study the negative responses carefully. They may shed valuable light on needs and interests.

By whatever method your group determines its needs and interests, from crystal balls to scientific sampling, the next step is . . .

Defining Your Objectives

People and groups always get farther when they move towards clear goals or objectives. A little time spent by the planning committee in defining the objectives of the group can do much to save confusion and increase the quality of the product when it begins, later on, actually to build its program.

Many organizations have stated objectives. These objectives, in combination with those that come from information on the needs and interests of the members, form the outer and inner bounds of the group's objectives. In the actual operation of groups, these objectives present themselves in an interwoven network so that some of them may become hidden from plain view. A helpful means for unjumbling the many possible objectives is to classify them into:

- (1) Those based on the needs and interests of members as *individuals*

Such as:

- To become a better parent
- To develop better speaking habits
- To make some new friends

- (2) Those based on the needs and interests of the *group or organization*

Such as:

- To increase our funds
- To get more members
- To develop better public relations

- (3) Those based on the needs and interests of the *community, the nation, or the world*

Such as:

- To learn about housing conditions in our city
- To promote industrial peace in our state
- To further international understanding

An alert planning committee will usually derive many more goals than can be accomplished within the time available, so it must rate the goals according to priority, sifting out the most important, and holding over the rest.

Usually, in working to achieve one objective—developing skills in working with children, for example—other important objectives are also achieved. It would be hard to imagine the development of such skills in a parent or a teacher without an accompanying development of appropriate attitudes, knowledge, and understanding.



Conversation-icebreakers that are important not only in Service Clubs, but in recreation centers as well.

"Conversation Pieces"

Beth Martin

THE TERM "conversation piece" is used here to identify a means of producing or encouraging interest in the Service Club, its programs and activities. It is another method used to integrate the club program with the lives of individuals who make the club a part of their life while in the military service.

"Conversation pieces" give individuals a common ground for small talk which would not have occurred without directed stimulus. Once a man begins to express his opinions and thoughts, the feeling of being at home becomes a part of him. Because of this feeling, he is easily reached by the recreational program offered.

There are many ways and means of introducing these conversation pieces into the club programs and many can be used daily.

Perhaps one of the most popular and best known is a contest where a display of pictures of sweethearts, or pets, or prize photos, and so forth, is used to draw men into conversation and discussion with no pressure whatsoever.

Another sure method of encouraging comments and discussions is the use of an up-to-date chart or score board, giving the scores of top sports events of the season.

A contest—run over a designated period of time—to identify a "mystery" man or woman, a rhyme or a tune, will draw the particular interest of many of the men who attend the club.

Remember that a man's name is to him the sweetest sound in the English language; and to see his name in print is equally important, especially when it makes him feel that he is a part of his immediate environment. Guest books or state books in which the man writes

"Conversation pieces" are ice breakers that are bound to keep your club buzzing with interest. Not only do they provide an introduction between people, but they lend a feeling of fellowship to any activity. "Don't be ice-bound—let conversation pieces be your icebreakers!!!"

his name, military address, and home address according to state are therefore natural conversation pieces. These books find long lost friends and give information of possible new friends from a geographical area of mutual interest.

If your club has a television room, why not include a ballot box at its entrance and make it a daily activity to have a vote on the outcome of some event. For one day it could be a prize fight, a wrestling match, an academy award nomination, or other occurrence of current interest. Award a small prize to the daily winner or winners.

A club mascot, whether he is made of wood, paper, or pure imagination, is a definite asset and means of association. This type of conversation piece can be used for various programs and activities, depending upon the location, type of club, and age of men who generally attend the club. Its possibilities may not be as broad as other methods, but, when used as a possible "Kilroy" method, it can add humor to many activities and situations.

The top tunes on the hit parade can be voted for and posted weekly or monthly to add flavor to your "disc jockey" program. Clever voting charts can be quickly and attractively done; then stand by for resulting interest as the men discuss the pros and cons of the current crop of tunes.

Why not post a large life-size picture of a very sharp-looking soldier. Center the theme around the "soldier of the month." Have the men submit names of men from their units as entries, and then take a monthly vote. Keep a running chart of the winners for a year, adding the new name each month.

If you are very tournament conscious in your club, post all players' names and scores, in the location where the tournaments take place, to heighten interest. "Seeing is believing" may be an old cliché but it is at times very appropriate.

Another important means of expressing the club's interest in the men is through taking special notice of birthdays. Birthday books, charts, or one large card for the men to sign, are all interest-getters.

These are merely a few of the many "gimmicks" which can induce conversation and mutual interest. The location, area, available facilities and temperament of patrons are all factors that determine the various types that will click in each individual club and the most feasible methods of promoting them; however, some type of conversation piece can always be formulated.

MISS BETH MARTIN is the program director at the Army Special Services Club No. 1 at Fort Knox, Kentucky.

Communities throughout the country develop ways to make Halloween a gala, instead of a grim, occasion.

Hobgoblins

MOST of the people who annually mass around the city square on the night of October thirty-first in Bloomington, Indiana, and jubilantly give vent to the spirit of their Halloween party probably never think twice about anything but the good time they are having.

Yet, there are a few among these thousands who remember earlier days when there was no annual Halloween party. They remember when Halloween was just a long, tiresome night filled with the antics of over-active pranksters and their outraged victims. A night when there was wholesale destruction of public and private property, and juvenile delinquency reached its peak.

But most of them like to think of the new Halloween—the night of the community Halloween party. The night when the kids get a chance to let off some of their excess energy in harmless fun. The night when costumed ghosts, devils, and heroes wander around the streets scaring each other to their hearts content. The night when every family has a chance to attend a Halloween party with costumes, games, and refreshments. The night when a community can get together in friendliness and fellowship.

It is also a night when recreation leaders get a chance to put into practice some of their ideas and theories concerning cooperative community projects, parties, and worthwhile extra-curricula activities. It is a night for *all* leaders to lend their talents to ensure a good time for everyone.—RAYMOND REASON, JR.

It is a night which is typical of the new Halloween in cities and towns throughout the nation.

The slogan used in invitations and publicity for Halloween events was: "The municipal playground nearest your home is the place to be *seen* on Halloween." Pre-holiday activities consisted of parties, masquerade dances and other social events, "bees" for decorating playground clubhouses, and sessions during which youngsters made decorations for home and playground parties. (Los Angeles, California)

Participation at community Halloween functions was increased by more widespread publicity through the distribution of handbills which were prepared by the coordinating council and sent to the homes of all school children. (Burbank, California)

In a citywide contest, club room decorations at playgrounds and community centers were judged and points were awarded on: (1) number of rooms decorated, (2) number of participants, (3) originality, (4) artwork and design, and (5) neatness. (St.

Paul, Minnesota)

A pre-Halloween "Who is It?" radio contest in which contestants vied to guess the mystery voice and win a prize (awarded on Halloween night), guessing contests in local stores, and a special radio-telephone quiz program—starting fifteen minutes after the big community party ended—to encourage the young revelers to go directly home, were all part of the festivities. (Gardner, Massachusetts)

The pumpkin heads which decorated the lights along the main street were a truly cooperative project. They were designed by a company superintendent; cardboard for their construction was donated by a bookshop and the transparent paper for the cut-out features was given by a ten-cent store; the heads were cut out by an overalls manufacturing company and the features by a shoe factory worker; Girl Scouts tied the strings for hanging them; and the gas company and the electric com-



Everywhere



pany each supplied a team of men who competed in a good-natured contest to see which could put up the heads on their side of the street most quickly. (*Lynchburg, Virginia*)

Twenty groups participated in the planning of the events—and a high school senior was the chairman of the over-all committee for a very successful community-wide celebration. (*Plainfield, New Jersey*)

Children made their own lanterns from cardboard cartons and colored paper for the Jack-o'-Lantern Parade. Prizes were awarded on originality and workmanship.

Boy Scouts built a huge bonfire pile which was held together (Indian tepee fashion) with railroad ties. The fire-lighting ceremony was colorful and mysterious as "Indians" danced around the unlighted fire which suddenly burst into flames (chemicals dropped by the dancers, on gasoline-soaked rags, previously placed on the bonfire pile). A reading of the legend of Halloween and the significance of bonfires in the celebration, community singing, variety acts, contests, and a snake dance rounded out the program. (*Berwyn, Illinois*)

On every playground, as the lantern and costume parade around our large bonfire came to an end, the children played organized games for half-an-hour and then gathered around the many small bonfires for hot dog and marshmallow roasts. The evening's activities were climaxed when the groups re-assembled around the larger fire for ghost stories. Experienced storytellers had been selected from throughout the community, and one was assigned to each playground. (*Lake Charles, Louisiana*)

The Mummies Parade wound up at the ball park where spectators were entertained with a weird witches' dance performed around a huge bonfire, an enactment of the "Legend of Sleepy

Hollow," and, as a finale, the dramatic burning of the "evil spirit." (*Butler, Pennsylvania*)

"Block parties" were held throughout the community for all kindergarten and pre-school children, who were invited to attend the party given in the block in which they lived. Each party, supervised by selected parent-volunteers from the block, consisted of games, a costume contest, and refreshments.

For the six-to-twelve-year-olds there was a nighttime Halloween Hunt held on a lighted softball field. Packages of candy with numbers in them were hidden, and a prize was awarded to the child finding the lucky package. One rule of the hunt was that children had to be in costume to participate.

A hayride to a nearby park where the group participated in singing, dancing and refreshments was one event for teen-agers. (*Greenbelt, Maryland*)

An ancient oriental fete—the Feast of Lanterns—was the theme of a unique and colorful Halloween carnival and parade. (One of the publicity methods used for the event was a series of visits to schools to tell the children about the celebrations, as held in Japan and China, and to explain the plans for the local festivities.) Costumed paraders, carrying lighted lanterns, made a striking spectacle as they promenaded in spiral formations and other grand march figures in the darkened gymnasium of the community center. (*Dalton, Massachusetts*)

The high school building was the scene of a successful open house for the whole community. The program started with games, relays and stunts in the gymnasium, followed by the grand costume parade; then an amateur hour in the auditorium. Visitors wandered through the various classrooms where they could have their fortunes told, bob for apples, play ping-pong, dance the Virginia Reel, or go through a

chamber of horrors—and, for the less energetic, bridge tables were set up in the library. The refreshment committee came through with doughnuts and cider, apples, and huge quantities of homemade cake and cookies. (*Manhasset, Long Island, New York*)

Following the annual costume and float parade, a mammoth barbeque—with food donated by local organizations and cooked by volunteers—set the mood for a session of community singing until the children went off to see a free movie and the teen-agers and adults adjourned to a community-house dance. (*Birmingham, Michigan*)

There were many floats depicting well-known childhood stories and nursery rhymes. After the parade, these floats were parked in an open area and a storyteller on each one related the tale that the float represented. (*Bridgeport, Connecticut*)

Categories used in judging costumes in the annual parade were (1) best comic, (2) most beautiful, (3) most original, (4) most representative comic newspaper character, (5) best clown or tramp, (6) best decorated bicycle, (7) best express wagon float, (8) best teams of two, three, and four. (*Boston, Massachusetts*)

To encourage children to go to their homes immediately after the community party: as each child arrived at the party he wrote his name on a slip of paper and dropped it into a box. Thirty minutes after the party ended, a committee drew a slip from the box and then went to the home of the child whose name was on the slip—if the child was at home he received a prize. (*Lawrence, Kansas*)

Post-parade activities included a cake-walk contest, exhibition dances, and a corn husking bee, followed by street dancing for all. (*Phoenixville, Pennsylvania*)

A "black cat contest" was held with prizes for the children bringing the largest and the smallest black cats to the judges' platform during the parade. (*Dubuque, Iowa*)

Dancing as Recreation



Tap dancing is favorite with boys and girls. Class in gymnasium of school, sponsored by the recreation department.

DANCING has top billing along with league sports in the public recreation program in Portland, Oregon. Analysis of attendance records and popular demand have justified that rating in the over-all plan of leisure time activities provided for the public by the department.

Dancing is scheduled not only at the dozen or so community centers operating on a full-time basis, but at a number of schools where the Bureau of Parks and Public Recreation carries on, in cooperation with the school authorities, part-time programming of

recreational activities. Square and folk dances are favorites with the adults. Tap, ballet, modern creative techniques and social dancing are included generously in the recreation fare for pre-school, elementary and high school girls and boys.

Even among the older adults dancing is a favorite pastime. Each of the golden-age groups includes dancing in the entertainment at the social afternoons or evenings held in community recreation centers about the city—sometimes square dancing, but usually a combination of square dancing and old-time

Ruth Strode

waltzes, two-steps or polkas, and schottisches.

The square and folk dances, taken to heart by adults, are available to Portlanders through the city's park bureau in many neighborhoods every night of the week, Monday through Friday, and the neighbors turn out in amazingly large numbers for this free instruction and dancing. They have discovered the stimulation and sociability such community events provide, and wives have been elated to find that their husbands love it.

Any square dance leader will vouch for the effectiveness of square dances as mixers. The dance instructors have found them a means, too, of overcoming the self-consciousness that is characteristic of most young boys when they first make their appearance on dance floors. It is as true for girls and boys as it is for older adults that square dancing is a group rather than an individual experience, and seemingly it is easier to perform in a group than alone, especially for the novice.

Modern dance group relates story in dance form at community recreation center.



MISS RUTH STRODE is the publicity director in the Bureau of Parks and Public Recreation, Portland, Oregon.

Some of the Portland dance instructors with the recreation department lead their dance classes through square dancing into ballroom or social dances. Never noticed is the ruse used by the dance instructors to have boy-meet-girl, eventually to pair off partners for social dance forms through the painless form of the square dance.

The boys, especially, are sold on the fun of dancing when it is "cowboy" square dancing, with rope twirling thrown in. The routine has been used with marked success by one of the instructors in a class of seventh and eighth graders, where the boys enrolled with obvious misgiving—the idea being, apparently, that dancing is "sissy" stuff. But whatever a cowboy does couldn't possibly be sissy!

Tap dancing classes get capacity enrollments. It is a favorite dance form for grade schoolers and preschoolers for whom "brush, brush, step" is as familiar as Lone Ranger's "Hi-ho Silver." The taps on their toes are heard around the city—sometimes a hundred strong in one gymnasium. In several schools, where the recreation department has part-time programming, the extracurricular tap classes enroll entire grades and, also, huge classes of preschoolers. In most instances the dancing instruction has been in response to requests from parent-teacher groups.

The very little sprigs have their introduction to dancing and learn basic rhythm through the rhythm, music and games learned in park bureau kindergarten classes.

Ballet instruction under dance specialists with the public recreation department is most popular with preschoolers and grade schoolers, although high school girls make up some of the classes and housewives have found the ballet routines excellent conditioning exercise. For these latter pupils ballet instruction is given mostly for the purpose of giving the dancers that "up on the toes" feeling, rather than for the actual accomplishment of toe dancing.

The dancing classes are drawn upon for special entertainment events in Portland. A pageant is included in the annual summer festival of cultural events, presented under park bureau

auspices jointly with the Portland Civic Opera Association. Another pageant is presented annually as free public entertainment to Portland children to mark St. Valentine's Day. Modern creative dance was integrated with music and drama importantly and artistically in the presentation of "The Christus," a dramatic arrangement of a religious story by a gifted member of the summer staff of the recreation department.

Dance patterns, utilized for calisthenics—exercises set to music—has been found an effective means of attaining coordination and relaxation in park bureau gym classes. Responsiveness to the rhythm and graceful patterns of dancing, and the appeal of music, are short cuts to relaxation and relief of tensions. There actually is "lift" to spirit and body in the raising and swinging of arms and legs in rhythm and in abandonment to music.

Dancing, of course, always breaks out all over the place when girls and boys, or adults, turn out for talent shows or talent workshop classes. The instructors encourage and develop

dancing as a creative, cultural, or just plain entertainment skill in those who show verve for entertaining.

The pageants, recitals and festival events are fourfold in purpose and accomplishment. (1) They stimulate interest of the pupils to work toward the perfection demanded for public appearance. They are grand finale to the season's instruction, and contribute glamor to the work of learning. (2) They afford the instructors a panoramic picture of the effectiveness or lack of effectiveness of teaching methods. (3) There is educational value to such productions. They are means of developing an appreciation of dancing as a creative and artistic art form. (4) Also, such staged events are an opportunity for the park bureau to present to the public, in dressed up form, a review of what the municipality offers, and what dance classes offer and accomplish.

We like dancing in Portland—for what it does for us physically, for what it contributes to good spirits, to our mental processes—and just because it's fun!

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PLAN POPULAR PROGRAMS FOR UNITED NATIONS DAY



October 24, 1953

●United Nations Day is the birthday of the United Nations, man's strongest hope for peace. October 24, 1945 was the historic day on which the United Nations officially came into being, the day on which the UN Charter was ratified by a majority of the then fifty-one participating countries. The U.S. became a member of the UN after an overwhelming 89-2 vote by the U.S. Senate on August 3, 1945. Today there are sixty member nations in the UN with twenty other countries seeking admittance.

In 1947 the UN General Assembly passed a resolution sponsored by the U.S. which declared *"that October 24th shall henceforth be officially called 'United Nations Day' and shall be devoted to making known to the people of the world the aims and achievements of the United Nations and to gaining their support for the work of the United Nations."*

This international action established a day of world-wide observance for peace for the first time in history.

In 1948 the U.S. Government set up the United States Committee for United Nations Day (formerly known as the National Citizens' Committee for United Nations Day) to promote observance of that day in this country.

The UN gives nations the opportunity to plan together for the good of all—an opportunity to understand and work out common problems and to resolve differences. The UN must, if it is to achieve peace and stability for the world, *get its strength from the people themselves.*

Plan Your Objectives and Know Your Community

REMEMBER that UN Day falls on a Saturday. Weekend programs taking in Friday and Sunday or all of UN Week should be planned so that all groups can participate.

The first step is to analyze your community to determine: *What Type of a Community You Live In.* Is there a large segment of naturalized citizens or is it largely composed of second and third generation Americans? Is the community highly organized?

What are Their Interests? What recreational and social ac-

tivities are most popular? Can you tie in with established or basic interests?

What Information and Misinformation about the UN is Prevalent? Are there well known sources where authoritative information about the UN may be obtained? Are there individuals with international relations experience?

What Opinions in General do the People Have About the UN? Are people favorable, apathetic, or opposed?

What Approaches Have Brought Results in other Campaigns? How may people be reached? Would UN parties be appealing?

Activities

A UN Birthday Party With-A-Purpose is probably the most popular way to get close to common basic interests. Not everyone can take part in a panel, debate in a forum, or lead a discussion. But *everyone* can attend or give a UN Birthday Party. UN parties provide opportunities for fun while learning and at the same time demonstrate a world neighborliness essential to strengthening the UN.

There can be big parties and little parties, from city-wide festivals to club, school or neighborhood meetings. But all UN Birthday Parties should have a purpose: (1) to learn about the UN, what it is, what it's done, what it can do; (2) to entertain foreign visitors and learn about people in other countries; (3) to exchange messages or gifts with people in other UN countries. Some parties can do all three.

Community-Wide Parties or Festivals will provide a popular focus for involving large numbers of people. Folk festivals vividly demonstrate the idea that people of all lands are not so different from one another, and that the U.S. is really a melting pot of nationalities. Nothing reaches more directly to the roots of a people than their food, songs, music, dances, legends and arts of all kinds. Use the community center, school gymnasium, the town hall, governor's mansion or armory, and solicit the cooperation of local and state officials.

Such large scale programs can take on one or many aspects: A Festival of Nations featuring costumes, music and dancing; games of different nations; a Smorgasbord of Nations featuring foods of different countries; a pageant which will dramatize the UN; a folk festival or a UN Birthday Party which features guests, programs and displays.

Last year a highly successful Supper Party of Nations was held in Minneapolis, Minnesota, with a *Parade of Breads of Nations* as the highlight. Loaves of bread were baked and later sold at UN Birthday Parties all over the state and proceeds went to several UN voluntary relief agencies.

In Vienna, Virginia, A Night in Vienna was held, honoring Austrian guests; and collections of food and clothing were sent to Vienna, Austria, as a demonstration of friendship.

Put the accent on fun, but be sure that the UN and its accomplishments are brought into the fun in an informative way.

Send to U.S. Committee for United Nations Day, 816 21st Street, N.W., Washington, D. C., for aids which will help you organize a community program.

Social Games and Mixers

and so on. A group is eliminated when they let the ball fall off the disk. The last group in the game is the winner.

Treasure Hunt in Sight

Place the objects around the room in not too obvious places, and give each couple a list of clues. They fill in the name of the object and the place it was found, but must not touch or move it.

Clue

No hats about it.....	Empty ash tray
Royalty reigns.....	Deck of cards or chessmen
To each his own.....	Toothbrush
More to the shoemaker than to most people.....	Awl
Has the ninth of twenty-six.....	Needle (an eye)
Something to adore.....	Key or knob
Dorothy Parker's lament.....	One perfect rose
An orderly arrangement.....	Dictionary
Poor canine had none.....	Bone
One for the show.....	Theater ticket stub
Early Americans.....	Pair of red leather shoes (Redskins)
Rather see than be one.....	Picture of purple cow

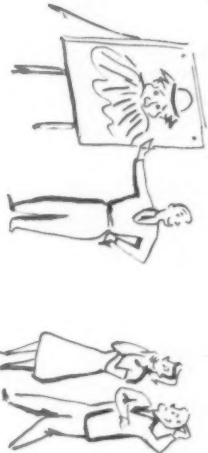
Object

Hinky-Pinky Artists

Prepare a number of slips of paper with a "hinky-pinky"—two words, one a noun and the other an adjective, which rhyme—on each one. Fold the slips and put them in a box.

A member of each team runs up, takes one of the slips from the box, and draws a picture to illustrate the hinky-pinky in such a way that his team can guess what it is. As soon as the team guesses it correctly, the next player comes up, takes a slip and illustrates it, and so on, until all the slips have been used. The team which has drawn and guessed the most hinky-pinkys correctly wins. Drawing may be done with crayon on large pieces of paper, which are held up by the artist while the team guesses. The artist cannot give his team any help except by his drawing. Some hinky-pinkys which are fun to use are:

stout trout	chilly filly	brown gown	fat rat
stable table	big pig	weird beard	scaly tepee
spare chair	small ball	lean bean	lazy daisy



Recipes for Fun

Social Games and Mixers



Steady Breather

This game is used to get people into teams.

Cut figures from tissue paper—a different figure for each team, and the same number of each figure so that the teams will be even. There should be one figure for each player. Cut one large identical figure, from cardboard or stiff paper, for each set and fasten it to the edge of an open box. Set these boxes around the room in the places where you want the various teams to assemble.

Scatter the tissue paper figures on the floor, or on a table, in the center of the room. Give each player a soda straw. He uses this to pick up one of the figures—by inhaling—and carries it in this manner across the room, and drops it into the box bearing the similar large figure. If the figure is dropped en route, it must be picked up with the straw. First group to have all its players assembled at the box wins.

This game can be easily adapted to holiday and special occasion parties by using appropriate symbols and colored straws: green straws and shamrocks, pipes, and other symbols for St. Patrick's Day; red hearts, cupids, and so on, for Valentine's Day; orange and black figures for Halloween; and so forth.

Jigsaw Mixer

Paste, on heavy paper, large pictures of well-known persons—full page, colored pictures cut from magazines are best. Cut each picture into the same number of pieces, so that there is one piece for each player. Shuffle all the pieces in a large box, and let each player draw one. Players then seek others who have pieces of the same picture. When all the players in a group have been assembled, they fit their pieces together and paste them to correctly complete the picture, write the name of the person pictured, and compose a four line biographical rhyme about him.

This is a good mixer for a "Famous Persons" party—and the finished products can be placed about the walls as part of the decorative

Games



scheme. Or, instead of pictures of people, use familiar scenes, sheet music covers, book jackets, and so forth, to make the activity and the resulting decorations tie in with the party theme.

Proverb Mixer

Select a group of proverbs with the same number of words in each. (Have enough proverbs so that there will be one word for each player.) Write each word of each proverb on a separate slip of paper; fold the slips and mix them all together in a large box. Each player draws one slip and then goes about the room, calling out his word, until he finds someone who has a word which *could* be part of the same proverb. They join forces and call out both words in an effort to find the players with the other words. First group to correctly complete a proverb wins.

Eight-word Proverbs:

"You can't teach an old dog new tricks"
 "A fool and his money are soon parted"
 "When in Rome do as the Romans do"
 "It takes a thief to catch a thief"
 "All good things must come to an end"
 "A friend in need is a friend indeed"
 "An apple a day keeps the doctor away"
 "Never look a gift horse in the mouth"

Seven-word Proverbs:

"Half a loaf is better than none"
 "It takes two to make a quarrel"
 "A penny saved is a penny earned"
 "The Lord helps those who help themselves"
 "An empty wagon makes the most noise"
 "He who dances must pay the fiddler"
 "There are two sides to every question"
 "Where there's a will there's a way"

Five-word Proverbs:

"Actions speak louder than words"
 "April showers bring May flowers"
 "A new broom sweeps clean"
 "He who hesitates is lost"
 "Dead men tell no tales"
 "Pride goeth before a fall"
 "One good turn deserves another"
 "Honesty is the best policy"

Six-word Proverbs:

"A stitch in time saves nine"
 "The early bird catches the worm"
 "Too many cooks spoil the broth"
 "Every cloud has a silver lining"
 "He who laughs last laughs best"
 "All that glitters is not gold"
 "Necessity is the mother of invention"
 "Absence makes the heart grow fonder"

Speedy Coordination

Seat one person from each team around a table. Give them each pencil and paper, a pop bottle, and some dried beans. Time them for two minutes while they write "Peter Piper picked a peck of pickled peppers" with one hand, and with the other hand drop a bean in the

Games

Social Games and Mixers

bottle for each word written. Award one point for each word written in proper sequence and, after everyone has had a chance, total the scores for players on each team to find the winning team.

Spot Consequences

Prepare a list of places within the party area, and a consequence for each one. For example:

Place	Consequence
By the main door.....	Two people closest to the door must each obtain the signatures of ten people in the room.
A specified chair.....	Person sitting in it must find the person who has the most letters in his name.
Center of the room.....	All those within a given area in the center of the room must sing a song to entertain the others.
A specified corner.....	To the four people nearest the corner give comic hats and paper mustaches, which they must wear for the duration of the party.
Under a specified light.....	Give a small prize to the person directly under the light.
In front of a specified window.....	Anyone in this spot must pay a penny.

The list is known only to the leader, who blows a whistle at intervals during the party, and then names one of the spots and the consequence for being there.

Disk Ball Balance

Cut one ten-inch disk of heavy cardboard for each eight players. Punch eight holes, equal distances apart, around the edge of each disk and tie a twelve-inch piece of string in each hole. Place the disks on the floor, with eight players in a circle around each one, and then put a ping-pong ball in the center of each disk.

Players each take hold of the end of one piece of string and, moving carefully, raise the disk until it is waist high. Each group then moves clockwise around the disk, to music if possible, while trying to keep the ball from rolling off. The leader blows a whistle at intervals and calls changes, which the groups must obey, such as: "Circle counterclockwise"; "Raise the disk to shoulder height"; "Change hands";



How To Do It! by Frank A. Staples

FORMULAS and INFORMATION

When making candles prepare the wick as follows -
*Make solution - 1 cup water, 1 tablespoonful salt,
2 tablespoonfuls borax. Soak wick twelve hours.*



Before dyeing corn-husks soak in white vinegar to remove natural oils. *Rinse and dye while wet.*

Plaster of paris articles can be given an antique finish by first painting surface with a blue-green oil paint or enamel. *When dry cover with dark brown shoe polishing wax and polish with a soft cloth.*



A good dye resist to use on cloth -

1 lb. starch added to 1 pt. glycerin. Paint on cloth with a brush.

Weather forecasting cloth or paper can be made by soaking it in the following solution - 4 oz. water, 1 oz. chloride of cobalt, $\frac{1}{2}$ oz. common salt, 75 grains calcium chloride and $\frac{1}{4}$ oz. gum arabic.



Paper towel is best when using paper - white cloth (cotton) is best for cloth. After solution soaked paper or cloth is dry and exposed to outdoor air it will change color - If red it indicates stormy weather - if blue it means fair weather.

Flexible molds that can be used many times can be made out of the following solution - 1 lb. flake glue and 1 tablespoonful molasses. *Cook four hours - Paint on object to be reproduced.*

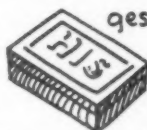
A good casting liquid (better than vaseline or liquid soap) is made with $\frac{1}{2}$ lb. stearic acid and 1 pt. kerosene.



When stencilling, block printing or painting on

cloth use enamel paint. It will not fade or wash out.

A good bone and horn polish - $\frac{2}{3}$ beeswax and $\frac{1}{3}$ equal parts pumice and resin. For a raised decoration on boxes, jars, picture frames, trays, etc. make the



gesso mixture by this formula - 10 tablespoonfuls whiting mixed with water to thick cream consistency, 6 tablespoonfuls liquid glue, 2 tablespoonfuls spar varnish, 2 tablespoonfuls linseed oil. Boil in double boiler for ten minutes. Keep in sealed jar.

People and Events

Park Executives to Meet

Denver, Colorado, will play host to the annual meeting of the American Institute of Park Executives on September 13 to 18. Emile Mardfin is the executive secretary of the Institute, whose headquarters are at 30 North LaSalle Street, Chicago 2.

Recent Appointments

Sam Waugh, former chairman of the Lincoln, Nebraska, Recreation Board is the new Assistant Secretary of State in Washington. *Lilly Ruth Hanson*, who has been acting director of the Oak Park, Illinois, playgrounds since the retirement of Josephine Blackstock last year, was recently appointed director of playgrounds. *Lawrence Heeb*, superintendent of recreation in Lawrence, Kansas, has become state recreation consultant at the University of Kansas. *William A. Moore*, an employee of the recreation department in Louisville, Kentucky, for twenty-four years, and superintendent of the recreation division since 1940, has been promoted to a new post as general superintendent of parks and recreation.

Other appointments include: *Karl G. Alfter*, superintendent of recreation, Berlin, Wisconsin; *Sally Arouet*, director of Smith Hill Girls Club, Providence, Rhode Island; *Robert F. Bader*, recreation therapist, Spring Grove State Hospital, Catonsville, Maryland; *Ferdinand Bahr*, youth activities specialist, U.S. State Department, Germany; *Sam Basan*, superintendent of recreation, Oconomowoc, Wisconsin; *Gordon S. Bates*, recreation worker, Philadelphia; *Thomas W. Belton*, superintendent of recreation, Drayton Plains, Michigan; *Ed Bignell*, director of recreation, Pasadena, California; *Wayne Bly*, superintendent of recreation, Lawrence, Kansas; *Tom Bradley*, executive director, Greater Chico Area Recreation Park and Parkway District, California; *Kent A. Buikema*, director of physical education and recreation, Batavia, Illinois; *Mary Ann Busch*, youth activities specialist, U.S. State Department, Germany; *Paul S. Camitta*, director of Chambersburg Community Center, Trenton, New Jersey; *Jane Caton*, personnel and recreation director, Kimble Glass Company, Vineland, New Jersey; *Joseph M. Caverly*, superintendent of recreation, Freeport, New York; *Dorris Colvin*, assistant director of recreation, Columbiana, Alabama; *Elizabeth Duda*, girls' worker, Recreation Department, Caldwell, New Jersey; *Pennell S. Eustis*, superintendent of recreation, Ipswich, Massachusetts; *Ann Foose*, girls' worker, Peoples Settlement House, Wilmington, Delaware; *William Garrison*, director of recreation, Kokomo, Indiana; *Marilyn J. Gravink*, recreation worker, State Training School, Vineland, New Jersey; *Joseph A. Harman*, director of recreation, New Ulm, Minne-

sota; *Ronald D. Johnson*, recreation director, Monroe, Wisconsin; *Rose Mary Jones*, assistant recreation director, Concord, New Hampshire; *Robert LaPolla*, recreation supervisor, Pelham, New York; *Edward J. Micka*, director, Friendly House, Davenport, Iowa; *Kelsey Moore*, superintendent of parks and recreation, Hope, Arkansas; *Herbert F. Moran*, superintendent of recreation, New London, Connecticut; *Wally Morrick*, director of recreation, Rhineland, Wisconsin; *Earl Morrisette*, recreation supervisor, Geneva Youth Bureau, Geneva, New York; *Estill Mukes*, director of Twin City Recreation Center, Bloomington, Illinois; *Patricia Nelson*, girls' worker, Peter Kiewit and Sons, Incorporated, Portsmouth, Ohio; *James Overtom*, superintendent of recreation, Keyport, New Jersey; *Sally Randall*, girls' worker, Leominster, Massachusetts.

Certificates of Appreciation

The National Recreation Association has presented certificates of appreciation, for services rendered as members of district advisory committees during 1951 and 1952, to the following people who have completed appointments.

MIDWEST DISTRICT

Edmun A. Ash	Verna Rensvold
Lawrence J. Heeb	Branch Russell
James C. Lewis	J. Earl Schlupp
John N. Nichols	Duane Shefte
Ben C. Porter	George Schaumburg

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Frank M. Sabino	John V. Smith

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Carl S. Munson	Irene Squires
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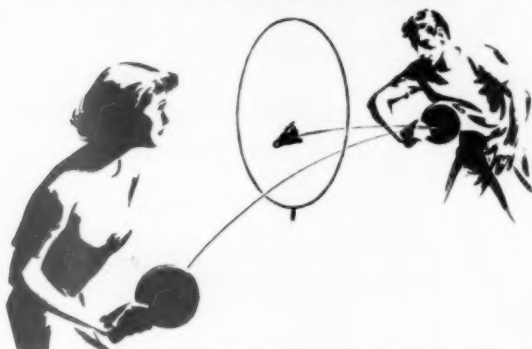
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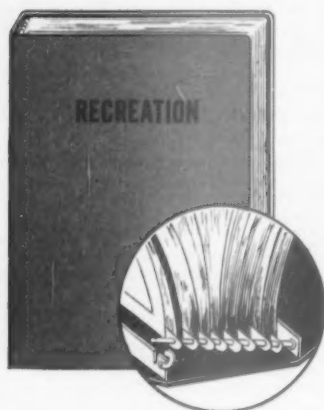
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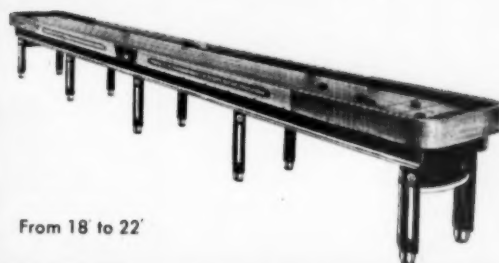
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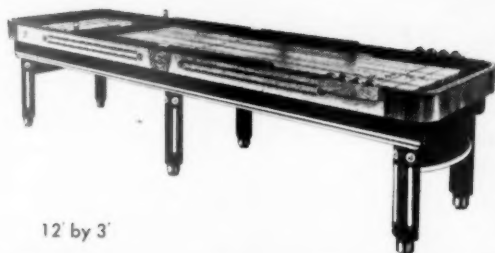
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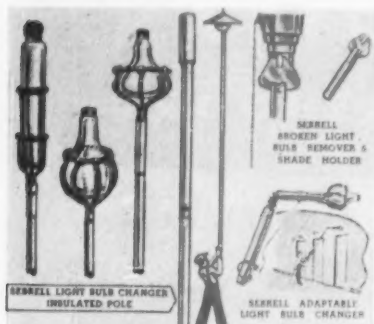
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MARKET NEWS

Light Bulb Changers

It is no longer necessary to climb ladders to remove and replace hard-to-reach, burned out bulbs, according to



the manufacturer of the Sebrell Light Bulb Changer. With this insulated pole and bulb remover you can safely change bulbs—even broken ones—at any height while standing on the floor or ground. A boon to the maintenance man! For information write to J. B. Sebrell Corporation, 300 South Los Angeles Street, Los Angeles 13, California.

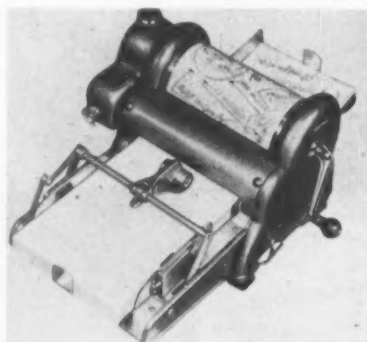
Games Equipment

General Sportcraft Company, Ltd., 215 Fourth Avenue, New York 3, New York, has some interesting new items for indoor and outdoor games: plastic shuttlecocks that will outlive the feathered variety six to one; Shu Quoi, a combination horseshoe and quoit; rubber horseshoes, quoits, and suction

darts for indoors; Pateka Rio, a new badminton type game in which the bird is hit by hand instead of racquet; and many, many others. Write to address above.

Duplicator

An aid to putting out attractive handbills, programs, bulletins—anything requiring numerous copies of typewritten or illustrated material—is the Copyrite Duplicator, Model L-54. This new, improved machine is manufactured by Wolber Duplicator and Supply Company. Full information about it may be



obtained by writing to the company at Dept. 2638, 1203 Cortland Street, Chicago 14, Illinois.

Glitter Kit

For those who like glitter and sparkle in their decorating ventures—for anything from small ornaments, cards and name tags, to elaborate holiday party

decorations—there is an inexpensive gadget called the Polarfoam Glitter Kit which contains an adhesive in a pen-pointed tube and bags of colored glitter crystals. Manufacturer is O. E. Linck Company, Inc., Clifton, New Jersey, if you're interested.

Plastic Draperies

Economical, attractive plastic draperies with a fabric look—especially designed for clubrooms, classrooms, and auditoriums—have been announced by Plastic Products Company. Write to them at 1822 East Franklin Street, Richmond 23, Virginia, for information.

Clothes Rack

Checkerette, a portable, compact hat and coat rack, offers a lot of hanging



space in a small area, and may be quickly "collapsed" for transporting or storing. A helpful item, indeed, for centers with limited costume storage or check-room facilities. The manufacturer, Vogel-Peterson Company, 1127 West Thirty-seventh Street, Chicago 9, will furnish further information about it upon request.

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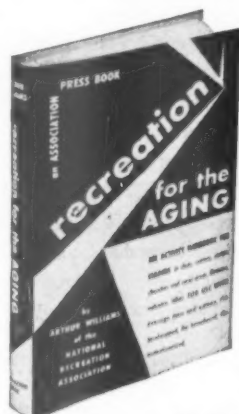
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On the Campus

Campus Study

A national committee, sponsored by the National Recreation Association, and chaired by Charles K. Brightbill, Professor of Recreation, School of Physical Education, University of Illinois, is working on problems related to campus recreation. At present sub-committees are busily preparing reports on the following subjects:

Campus Recreation

How to Choose a College (in Preparation for Recreation Leadership)
Student Field Work in Recreation

These reports should be of great interest to college students and staff members, and further information regarding them will be published in RECREATION in the future. They will be made available in published form after ap-

proval by the National Advisory Committee on Personnel.

News Notes

● Dr. Robert E. McBride, Assistant Executive Director of the American Camping Association, has been appointed director of recreation at San Francisco State College.

● In June, 1953, Richard Walker, a twenty-one year old graduate of the University of Kentucky, was added to the staff of the Playground and Park Commission, Lafayette, Louisiana, as assistant superintendent.

1953-54 Fellowships

● For graduate women in aspects other than medical, of Gerontology of Women, offered by Soroptimist International Association. American Federation of Soroptimist Clubs, Pacific Region—\$1,500—for the purpose of encouraging women students to prepare for public service careers in this field. Applications may be obtained through the offices of the graduate dean or the dean of women in the applicant's university, or by writing to Fellowship Chairman, Miss Georgia Davis, 118 West Liberty Street, Santa Maria, California.

● One-year internships in Recreational Therapy offered by the Graylyn Hospital and the Bowman Gray School of Medicine, Wake Forest College, Winston-Salem, North Carolina—\$50.00 per month plus room and board, and a certificate from the school for those who successfully complete their training. Write Chief Therapist, Department of Physical Medicine, Graylyn Hospital, Winston-Salem.

Assembly of Youth

The United States Assembly of Youth is being held September 3 to 8 at the University of Michigan, Ann Arbor.



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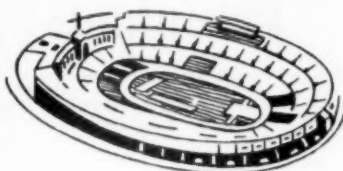
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Books Received

CANOES THE WORLD OVER, Terence T. Quirke. The University of Illinois Press, Urbana. Pp. 13. \$4.50.

COLOR DIGEST. Higgins Ink Co., Inc., 271 Ninth Street, Brooklyn 15. Pp. 39. \$2.00.

DANCE FOR SUSIE, Lee Wyndham. Dodd, Mead and Co., New York 16. Pp. 55. \$2.00.

DOVER FOYLE SERIES: DOLLS AND STUFFED TOY MAKING, pp. 93, RUG-MAKING, pp. 37, Rosemary Brinley; LAMP SHADE MAKING, pp. 122, LEATHER-WORK, pp. 111, BASKETRY, pp. 103, F. J. Christopher; CATS, pp. 106, Kit Wilson; AQUARIUMS, pp. 115, Anthony Evans; CARD TRICKS, pp. 96, MAGIC TRICKS, pp. 100, Wilfrid Jonson. Dover Publications, Inc., 1780 Broadway, New York 19. Cloth \$1.50 each; paper \$.60 each.

FLEXIBLE CLASSROOMS, Russell E. Wilson. Carter Co., 51 West Hancock, Detroit 6. Pp. 64. \$3.75.

GOLDEN BOOK OF LITTLE VERSES, THE, Miriam Clark Potter. Simon and Schuster, Inc., New York 20. Unpagged. \$1.50.

LIFT EVERY VOICE, Cooperative Recreation Service, The Service Dept., Box 871, Nashville, Tenn. Accompaniment edition: pp. 96. \$2.25. Vocal edition (pocket size): pp. 95. \$2.50.

PLANNING ELEMENTARY SCHOOL BUILDINGS, N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett. Architectural Record, 119 West 40th Street, New York 18. Pp. 275. \$12.50.

RETIREMENT AND THE INDUSTRIAL WORKER, Jacob Tuckman and Irving Lorge. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 105. \$2.75.

WONDERS OF THE TREE WORLD, Margaret Cosgrove. Dodd, Mead and Co., New York 16. Pp. 92. \$2.50.

WONDERS OF THE WOODLAND ANIMALS, Jacquelyn Berrill. Dodd, Mead and Co., New York 16. Pp. 77. \$2.50.

YOUR HOUSE BEGINS WITH YOU, H. Vandervoort Walsh. George W. Stewart, Inc., 109 East 39th Street, New York 16. Pp. 248. \$4.95.

Pamphlets

CHARTERS OF FREEDOM. National Archives and Records Service, Washington 25, D. C. \$.25.

FERN CARTER'S BRAIDED RUG BOOK. Fern Carter, 1524 S. E. Poplar Avenue, Portland 14, Oregon. Pp. 48. \$1.00.

GUIDE FOR TRAINERS OF DAY CAMP DIRECTORS. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. Pp. 27. \$.50.

HELPING CHILDREN SOLVE PROBLEMS, Ruth Strang. Science Research Associates, 57 West Grand Avenue, Chicago 10. Pp. 48. \$.40.

INFORMAL GROUPS AND THE COMMUNITY, Hurley H. Doddy. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 34. \$.75.

LIGHTING FOR SPORTS AND RECREATION. General Electric, Lamp Division, Nela Park, Cleveland 12, Ohio. Pp. 37.

MENTAL HEALTH—EVERYBODY'S BUSINESS, Katherine Glover. Public Affairs Committee, Inc., 22 East 38th St., New York 16. Pp. 28. \$.25.

OFFICIAL 1953 VOLLEYBALL GUIDE. Berne Witness Co., Box 109, Berne, Indiana. Pp. 132. \$.60.

PREINDUCTION HEALTH AND HUMAN RELATIONS, edited by Roy E. Dickerson and Esther Emerson Sweeney. American Social Hygiene Association, 1790 Broadway, New York 19. Pp. 173. \$1.25.

TRADE—AND AID, Beatrice Pitney Lamb. Public Affairs Committee, Inc., New York 16. Pp. 28. \$.25.

VOLUNTEER JOBS. Volunteer Bureau, Welfare Council of Metropolitan Los Angeles, 733 South Figueroa Street, Los Angeles 17. Pp. 28.

WASHING OUR WATER: YOUR JOB AND MINE, Helen Beal Woodward. Public Affairs Committee, Inc., New York 16. Pp. 28. \$.25.

YOUR PROBLEMS: HOW TO HANDLE THEM, Herman H. Remmers and Robert E. Bauerfeind. Science Research Associates, Chicago 10. Pp. 40. \$.40.

Magazines

BEACH AND POOL, April 1953
Bathhouse Design and Construction, "Official" and Standardized Pools. How to Promote a Community Pool. Design Portfolio. VIII: Design. Pool Operation: Sanitary Facilities.

CRIPPLED CHILD, THE, April 1953
Family Fun at "Parents" Camp, W. B. Schwenbohm.
Teen Agers—A Real Challenge, Harriett C. Johnson.

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, May 1953
Volleyball Goes Modern! Harold T. Frierhood.
A Camp of "Firsts," Agnes M. McQuarris.
Playday for the Elementary School, Alice P. Ogan.
Feature Attraction—"Recreation," Harold D. Bacon.
Evaluating Community Recreation, Jackson M. Anderson.
The Folk Dance Accompanist, Gladys R. House.
How We Do It.

NEA JOURNAL, May 1953
We've All Got Rhythm, Erma Hayden.

PARENTS' MAGAZINE, April 1953
Every Child's an Artist, John E. French.
Group Play: A New World for a Young Child, Rhoda W. Bacmeister.

PARK MAINTENANCE, April 1953
Good Turf from the Books? or from Know-How? Leo J. Feser.
"Do" Signs Work Better than "Don't's," Jennie A. Russ.
Park Finance in West Depends on Tidelandsoil.

PARKS AND RECREATION, April 1953
Principles and Philosophies of Public Relations, Leonard Knott.
Democracy in Recreational Planning, Gordon H. Barker.
Place of Equipment in Children's Play, Louis Bly.
Using Approved Equipment Boosts Pool Revenues, Normal R. Miller.

TODAY'S HEALTH, May 1953
Retirement, Tonic or Slow Poison, Frank Howard Richardson, M.D.
Work and Fun for the Shut-In Heart Patient, Richard S. Bloch.



new Publications

Covering the Leisure-time Field

Recreation for the Aging

Arthur Williams. Association Press, New York 7. Pp. 192. \$3.00.

This timely volume is designed, first and foremost, for the increasing numbers of professional and lay community leaders who have the responsibility for organizing and conducting appropriate programs to serve the leisure-time interests and needs of senior citizens. Its pages constitute a reservoir of information and experience derived from the successful operation of many such recreation programs that have been sponsored by a variety of public and private agencies, organizations and community groups. Erroneous procedures and pitfalls which should be avoided are made clear.

Interestingly discussed, as well as answered, are such practical questions as: What do older people want to do? What can they do? What opportunities for recreation and more interesting living are available to them? To what kinds of recreation activities and interests do they most eagerly respond? What types of group and community participation will give them greater personal satisfaction, self-confidence and status? How can the right kinds of recreation services be provided for handicapped, homebound and institutionalized older citizens?

Many tested procedures and suggestions of special value are presented in the chapters dealing with the principles and techniques of sound organization and operation; with program activities best suited to the needs of this particular age group; the sources, qualifications and training of leaders necessary to direct such programs; the facilities that must be provided; methods of financing; the effective use of existing community resources; and the types of agencies and groups which can sponsor them. It is not a publication primarily on activities, although many suggestions on program organization and content are included.

The final chapter, which consists of

typical examples of well functioning recreation centers and programs, provides much useful information on workable procedures. The comprehensive bibliography reveals rich resources of additional material on the various phases of the over-all problems of recreation for the older citizen.

In addition to presenting the *how* of planning suitable recreation and group work activities for the older citizens, this ready reference guide performs another valuable service. It tells *why* such leisure-time community service is vital today. Fortunately the American public is adopting a belated but challenging concept of the coming role of our senior citizens in the current social order. This book should help all of us, irrespective of age, "to know him better as a human being, an individual still with hopes and aspirations, creative capabilities, and with a contribution which he can still make and wants to make to society."

A resource volume so definitely geared to realistic problems of recreation for America's senior citizens will appeal especially to recreation leaders, group workers, educators and religious leaders. Much of its content will likewise be found helpful by welfare workers, doctors, psychiatrists, psychologists, labor leaders, industrialists and gerontologists, all of whom attest to the values of recreation.—*Charles E. Reed*, Field Department, National Recreation Association.

Leisure Activities of Youth in Berkeley, California

Davis McEntire. Berkeley Council of Social Welfare, City Hall, Berkeley 4, California. Pp. 53. \$1.25.

This study, made six months ago, is so thought-provoking that it would not be fair not to call it to the attention of those readers who look and think beyond the circle of their immediate jobs. A careful study of the findings of this objective survey should make all of us in public and private recreation work

stop and take a careful look at our programs. How well are we serving youth?

Why, in a city blessed by an unusually good location, climate, public spirit, civic pride, excellent facilities and leadership, do 34 per cent of the youth *never* attend a park, playground or recreation center? Why do 40 per cent of the junior high school girls never attend, while only 15.6 per cent of the boys never attend? Why does this figure jump to 57.1 per cent in the case of senior high school girls, and to 26.9 per cent of senior high school boys? If this is so in Berkeley, what would the percentages be in less fortunate cities? What is the reason? Have we geared our programs too much to lower age groups? To lower income groups? Do we fail to please the girls by our choice of activities? What should we do about it?

Such questions will arise in every page of this survey. They're good questions, too—important to ponder over, to discuss in staff and board meetings, and to try to solve in our program planning.

Another very valuable and informative part of this survey includes the leisure activities of various ethnic groups—Negroes, orientals and youth of Mexican parentage. The variance in their pattern of activities should be very instructive and provocative to leaders of such groups, or those who work in communities that include such groups.

If you read this report, don't read it casually. Analyze the figures, compare them, study the charts, study the recommendations, and try to interpret the study in terms of *your* work and *your* community. It's well-worth doing!—*Virginia Musselman*, Program Service, National Recreation Association.

Play for Preschoolers

National Council on Physical Fitness, Department of National Health and Welfare, Ottawa, Canada. Pp. 70. \$.25.

A most attractive and comprehensive little booklet on the three- to five-year-olds, illustrated in color. Every parent or recreation leader should have it—and can afford to at the attractive price! Don't fail to order a copy.

"For the price of a ticket to an ephemeral entertainment, you can secure a book that will give strength and leisure to your mind all your life."—*WILLIAM LYON PHELPS*.

COMING EVENTS

1953

OCTOBER

Sept. 28- Oct. 2	National Recreation Congress in Philadelphia	12-17	National Posture Week— <i>Better Health through Better Posture</i>
1-8	National Newspaper Week	14	Birthday of William Penn
1-31	Red Feather Month	15	National Poetry Week
4-10	National Letter Writing Week	16	John Brown's raid on Harper's Ferry (1859)
4-10	National Employ the Physically Handicapped Week	18	Alaska admitted to U.S. (1867)
4-11	Fire Prevention Week	19-25	United Nations Week
5	National Newspaper Day	19-25	National Bible Week
7	Birthday of James Whitcomb Riley (1849) "The Hoosier Poet"	24	UNITED NATIONS DAY
9	Great Chicago Fire (1871)	24	Transcontinental telegraph line completed (1861)
9	Canadian Thanksgiving Day		Girl Scout Week
10	Naval Academy Opened at Annapolis (1845)	25-31	Erie Canal opened to traffic (1825)
11	Grandmothers' Day and Grandparents' Day to honor grandparents and senior citizens	26	NAVY DAY
12	COLUMBUS DAY	27	Statue of Liberty dedicated (1886) gift to U.S. from France
		28	HALLOWEEN
		31	

NOVEMBER

Oct. 30- Nov. 30	Jewish Book Month	14	Sadie Hawkins Day
1	National Author's Day	14	Birthday of Robert Fulton (1765) <i>American inventor of the steamboat</i>
1-7	American Art Week		Pike's Peak discovered by Zebulon Pike (1806)
1-7	National Cat Week	15	Philippine Islands declared a free commonwealth (1935)
2	World Community Day	15	National Book Week
2	Birthday of Daniel Boone (1734) <i>frontiersman, explorer, trapper</i>	15-21	Suez Canal opened (1869)
3	Panama declared independent (1903)	17	Lincoln's Gettysburg Address given (1863)
3	Election Day	19	Birthday of George Rogers Clark (1752) <i>Indian fighter and conqueror of Northwest Territory</i>
4	Birthday of Will Rogers (1879) <i>humorist, actor</i>	19	National Latin American Week
6	Birthday of John Philip Sousa (1854) <i>American "March King"</i>	23-29	THANKSGIVING DAY
6	Birthday of James Naismith (1861) <i>creator of basketball (1891)</i>	26	Birthday of Louisa May Alcott (1832) <i>author of "Little Women"</i>
7	National 4-H Achievement Day	29	National 4-H Club Congress
7-14	American Education Week	29-Dec. 3	Birthday of Samuel Langhorne Clemens (Mark Twain) (1835) <i>outstanding author, journalist, humorist</i>
10	U.S. Marine Corps created by Continental Congress (1775)	30	
11	ARMISTICE DAY		
13	Birthday of Robert Louis Stevenson (1850) <i>novelist, poet, essayist</i>		

DECEMBER

5	Birthday of Walt Disney (1901) <i>creator of animated cartoons</i>	17	First successful airplane flight by Wright brothers at Kitty Hawk (1903)
6	St. Nicholas Day	21	First day of winter
6-13	International Golden Rule Week to promote better world understanding	21	Forefathers Day commemorating landing of Pilgrims at Plymouth (1620)
7	Pearl Harbor Day	23	Birthday of Cornelius "Connie Mack" McGillicuddy (1862) <i>dean of baseball</i>
8	Birthday of Eli Whitney (1765) <i>American inventor of the cotton gin (1793)</i>	24	Christopher "Kit" Carson (1809) <i>famous frontiersman, guide and trapper</i>
9	Birthday of Joel Chandler Harris (1848) <i>creator of Uncle Remus stories</i>	25	CHRISTMAS
10	Puerto Rico admitted to U.S. (1898)	25	Birthday of Clara Barton (1821) <i>nurse, founder of American Red Cross</i>
13-20	Hannukah (Feast of Lights) <i>Jewish religious festival</i>	26	Mason and Dixon completed the survey of the boundary line which became a symbol of the border between North and South (1767)
14	Amundsen reached South Pole (1911)		NEW YEAR'S EVE (Watch Night)
15	Bill of Rights Day—First Ten Amendments added to the Constitution (1791)	31	
16	Boston Tea Party (1773)		

Recreation Leadership Courses

Sponsored by the National Recreation Association
and

Local Recreation Agencies

September, October and November 1953

HELEN M. DAUNCEY Social Recreation	State of Alabama October 19—November 12	Mrs. Jessie Mehling, Supervisor Health and Physical Education, Department of Education
ANNE LIVINGSTON Social Recreation	Cleveland, Tennessee (tentative) September 21-24	Warren F. Magee, General Secretary, Young Men's Christian Association, 363 Spring
	Waco, Texas October 12-15	John Morrow, Director of Parks and Recreation
	Corpus Christi, Texas October 19-22	Mrs. June Finck, Superintendent of Recreation, Old City Hall
	Galveston, Texas November 2-5	William Schuler, Superintendent of Recreation, 2119 Twenty-seventh Street
	Temple, Texas November 9-12	Jamie Bonner, Director of Parks and Recreation, Recreation Center
	Oklahoma City, Oklahoma November 16-19	Alvin Eggebing, Superintendent of Recreation, City Hall
	Portales, New Mexico November 30—December 3	Joseph F. Dickson, Chairman of the Division of Health and Physical Education, Eastern New Mexico University
	Sumter, South Carolina December 8-11	Harry R. Bryan, City Recreation Director, Recreation Department
MILDRED SCANLON Social Recreation	(Schedule being arranged)	
FRANK A. STAPLES Arts and Crafts	Toledo, Ohio September 14-23	Eugene Shenefield, Executive Secretary, Toledo Council of Social Agencies, 441 Huron Street
	Stockton, California October 5-15	E. Seifert, Superintendent of Recreation, Recreation Department, City Hall
	Rochester, New York December 9-11	Rex M. Johnson, Secretary Character Building Division, 70 North Water Street, Council of Social Agencies, Inc.
GRACE WALKER Creative Recreation	Durham, North Carolina October 12-15	I. R. Holmes, W. D. Hill Community Center, 1308 Fayetteville Street
	Wadesboro, North Carolina October 19-22	Mrs. Dorothy Goodson, Supervisor, Anson County Schools
	Nebraska Wesleyan University Lincoln, Nebraska October 26-29	Miss Garnet Guild, College Secretary, American Friends Service Committee, Inc., 4211 Grand Avenue, Des Moines, Iowa

Members of the training staff will be in attendance at the National Recreation Congress, Philadelphia, September 28 to October 2.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like communicate with the sponsor of the course as listed above.

RECREATION

315 Fourth Ave., New York 10, N. Y.

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Corporal
Rodolfo P. Hernandez, U.S. Army
Medal of Honor

0200 HOURS! Suddenly the pre-dawn blackness on Hill 420 split into crashing geysers of flame. Yelling, firing, hurling grenades, a horde of Reds pushed up the hill toward G Company.

A hot fire fight began, lasting several hours. Finally, suffering heavy casualties, G Company began to withdraw. Corporal Hernandez stayed, throwing grenades and firing his remaining rounds.

Then his M-1 jammed. Fixing his bayonet, he leaped out of his foxhole and disappeared in the darkness toward the attacking Reds. They found him in the morning, wounded, ringed with enemy dead. But he had stopped the attack—*alone*.

"A man couldn't fight at all," says Corporal Hernandez, "if he weren't fighting for good things—peace, and a job, and a chance in the world. That's why I'm thankful to the people who've put so many billions into Defense Bonds. For I believe Bonds are a stockpile of prosperity for our country. A guarantee to men like me that we can come home to a secure future."

Peace is for the strong!
For peace and prosperity save with
U. S. Defense Bonds!

Now E Bonds pay 3%! Now, improved Series E Bonds start paying interest after 6 months. And average 3% interest, compounded semiannually when held to maturity. Also, all maturing E Bonds automatically go on earning—at the new rate—for 10 more years. Today, start investing in U. S. Series E Defense Bonds through the Payroll Savings Plan; you can sign up to save as little as \$2.00 a payday if you wish.



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